

A
A
0 0 0
4 1 4
1 9 7
4





THE LIBRARY
OF
THE UNIVERSITY
OF CALIFORNIA
LOS ANGELES

Digitized by the Internet Archive
in 2008 with funding from
Microsoft Corporation

BY THE SAME AUTHOR

I. STUDIES IN MODERN IRISH, PART I. (The Educational Company of Ireland, 1919). SECOND EDITION, REVISED, 1920.

SOME OPINIONS

"I have read your book with much pleasure, and beg you to accept my best congratulations for having written the first penetrating treatise on Modern Irish Grammar. That is the book that we all wanted most badly."—JULIUS POKORNY, Ph.D., LL.D. (Vienna), Professor in the University of Berlin; Editor of the *Zeitschrift für Celtische Philologie*.

"It cannot fail to well repay any study expended on it, and we are confident that its influence will be speedily signalised by a large increase in the numbers of accurate speakers and writers of Irish."—T. de B. in *The Irish School Weekly*.

"Here is a book that will receive a hearty welcome from all earnest students of Irish, and will provide the teacher with material that hitherto has been wanting."—"P" in *Nationality*.

"Beirfear ag rúil le peabhar móri a thui ar labhairt i dtríomhád ná Gaeilge, mar leabhar is ea é a chuirfeadh go móri do'n té léigíodh é, pé 'ca Gaeilge maiti a bheit céana aige, nó gan a bheit."—C. O. M. in "Páinne an Laoe."

"These studies . . . form absolutely the best treatise on Modern Irish that has yet appeared."—"L. O. R." in *Irish Independent*.

"His treatment of the verb *is* is a most valuable piece of research work . . . By his thorough investigation of this one aspect of Irish construction alone (the verb *is*), Father O'Nolan has made all students and writers of Irish his debtor, for he has provided them with a logical explanation for all the various usages of this most complicated verb."—"S. O. C." in *The Freeman's Journal*.

"This invaluable book will demonstrate to all competent readers that Irish as a basis of education will be the most valuable engine for mind-forming that our education can find . . . In this book modern Irish begins to receive that scientific treatment it has long needed, and it is at last treated in a way that brings out its dignity as a highly philosophic language and priceless literary medium and educational instrument."—"A. de B." in *The Sunday Independent*.

"For those desirous of obtaining a thorough grasp of the Irish language, these studies are simply a necessity. To all such, our advice is: Get this book, study it, master it."—"J. R." in *Studies*.

"The chapter on the verb *is* is undoubtedly the most elucidating and informative discussion yet published."—*The Evening Herald*.

II. KEY TO THE EXERCISES IN "STUDIES IN MODERN IRISH," PART I
(The Educational Company of Ireland, 1920).

III. STUDIES IN MODERN IRISH, PART II.—CONTINUOUS PROSE
COMPOSITION (The Educational Company of Ireland, 1920).

"Ír iongantaeáin cúpla ann atá déanta ag an AÉDAIL Seoirseach Ó Nualláin do ébhuinneáil caiminte agus é copa caiminte na n-údaráin a."—"LÚS MAC CÉIN" in *The Cork Examiner*.

"Father O'Nolan proves that, as a literary language, Irish is as full of vitality and splendour as any in the world."—*The Herald*.

"He has taken some of the most noted passages in the English language, and not only guided the student along the best lines, but has given his own rendering, which is, in some cases, remarkable and ingenious."—*Ibid.*

"We unreservedly recommend a perusal of this work to teachers of Middle and Senior Grades, and of University classes."—*The Irish School Weekly*.

"Ní haváin go bhfuil an Ghaedhilg go h-ana-mhaith ar fad, ach tá míniú i dteannta gach píosa ar canahaobh gur mar seo agus nach mar siúd a haistrightar an rud so agus an rud úd."—'L. Ó R.' in *The Irish Independent*.

"Ba chóir do gach scríbhneoir Gaedhilge stuideár a dhéanamh air, pí acu sa Ghaedheatacht nó sa Ghalldacht a rugadh, agus a tógaadh é."—**TADHG Ó CIANAIN.**

**Introduction to
Studies in Modern Irish**



Introduction to Studies in Modern Irish

A Handbook for Teachers
and Beginners

BY THE
REV. GERALD O'NOLAN, M.A.
Professor of Irish
St. Patrick's College, Maynooth;
Head-Master
The Munster Training College, Ballingeary,
Co. Cork



THE EDUCATIONAL COMPANY OF IRELAND
LIMITED

INTRODUCTION

WHILE the lessons in this book are primarily intended to help the Teacher who is struggling with the difficulties of the Direct Method, they can at the same time be used by private students. For the benefit of the latter a Vocabulary and a Key to the Exercises have been provided, but the Notes on Method and Grammar are meant chiefly for teachers. From over twenty years' experience of teachers and teaching, I have come to the conclusion that some such assistance is needed. The Direct Method has its limitations, and I am convinced that without translation from English into Irish, it cannot impart that precision and accuracy which are essential for a true education. On the other hand, such translation—when judiciously handled—in no way interferes with progress in the Direct Method. On the contrary, I have found the practice a most useful and interesting variation in the ordinary class routine.

It need hardly be added that scientific and regular drill in Phonetics should precede, or at least go on concomitantly with, these lessons. The idea of allowing pupils to form their own phonetic "systems" can lead only to confusion and the corruption of the spoken language.

Seáraíod ó nuallam.

TABLE OF CONTENTS

LESSON	PAGE
I. Classification Sentences with <i>is</i> (Indefinite Predicate)	11-12
Notes on Method and Grammar	12-13
Exercises I-4	16
II. Feminine Nouns and Pronouns with <i>is</i> (Indefinite Predicate)	17
Notes on Method and Grammar	17
Exx. 5-8	17-18
III. The Verb <i>is</i> with Definite Predicates	18-19
Notes on Method and Grammar	19-21
Exx. 9-12	21-22
IV. <i>ta</i> , <i>ni</i> , <i>pu</i> , with Prepositions, etc.	22-24
Notes	24-25
Exx. 13-17	25-26
V. <i>ta</i> , with Prepositions and Adverbs (continued)	27
Exx. 18-19	27-28
VI. Sing. Pres. Tense of <i>ta</i> , <i>mi</i> _{pe, <i>tu</i>_{pa}, etc.}	28-29
Notes and Exx. 20-21	29-30
VII. <i>asam-pa</i> , <i>nom-pa</i> , etc. (with Notes on Method, etc.)	31
Exx. 22-23	32-33
VIII. The Cardinal Numerals	33
Notes	34
IX. Counting Objects. Nom. pl. of Nouns (with Notes)	34-36
X. The Ordinals (with Notes)	36-37
XI. <i>in<u>ou</u></i> , <i>in<u>oe</u></i> , <i>im<u>ba</u>ie<u>ec</u></i> , Past and Fut. of <i>ta</i> (with Notes)	38
Ex. 24	38-39
XII. <i>Seacht lá</i> na <i>Seachtainne</i> , etc. (with Notes)	39-40
Exx. 25-26	41
XIII. Further expressions of date (with Notes)	41-43
Exx. 27-28	43-44
XIV. A Story (with Notes on Method)	44-45
XV. Questions on Story	45-46
Ex. 29	46
XVI. Same Story (Future Tense)	46
XVII. Questions on preceding (with Ex. 30)	47
XVIII. Same Story (Habitual Present)	47-48
XIX. Questions on preceding (with Ex. 31)	48
XX. Further expressions of time. The Seasons (Ex. 32)	49-50

LESSON		PAGE
XXI.	Same Story [1st (and 2nd) Person Sg.]	51
XXII.	Questions (Ex. 33)	51-52
XXIII.	“ (Ex. 34)	52
XXIV.	Same Story [2nd (and 1st) Person Sg.]	52-53
XXV.	“ (Impt. Indic.)	53
XXVI.	Questions on preceding	53
	Ex. 35	54
XXVII.	Same Story [Imp. Ind. 1st (and 2nd) Pers. Sg.]	54
XXVIII.	Questions on preceding (Ex. 36)	54-55
XXIX.	Further Questions (Ex. 37)	55
XXX.	Same Story [2nd (and 1st) Pers. Sg.]	55-56
XXXI.	Gen. Sg. 1st Declension (with Notes)	56-57
	Ex. 38	57
XXXII.	Dat. Sg. 1st Declension (with Notes)	57-58
XXXIII.	Gen. Sg. 2nd “ (“ Ex. 39)	58-59
XXXIV.	Dat. Sg. 2nd “ (“ Notes)	59-60
XXXV.	Gen. Sg. 3rd “ (“ Ex. 40 and Notes)	60-61
XXXVI.	Dat. Sg. 3rd “	61-62
XXXVII.	Gen. Sg. 4th “ (“ Notes and Ex. 41)	62-63
XXXVIII.	Gen. Sg. 5th “ (“ Ex. 42)	63-64
	Notes on 5th Declension—Summary	64
XXXIX.	Nom. Pl. (All Declensions), Ex. 43	64-66
XL.	Gen. Pl. (All Declensions)	66
XLI.	Dat. and Voc. Pl. (All Declensions)	66-68
	Summary of Plural Declensions	67
XLII.	Declension of Adjectives	68
	Summary	69
XLIII.	Comparison of Adjectives	68-70
	Notes and Ex. 44	70-72
XLIV.	Gen. Sg. of Personal Pronouns (with Notes)	72-73
XLV.	Nom. and Acc. Pl. of Personal Pron. (Ex. 45)	73-74
XLVI.	Gen. Pl. “ “ “	74
XLVII.	Dat. Sg. and Pl. “ “ “	74-76
XLVIII.	Imper. Mood and Verbal Noun (with Notes and Ex. 46)	77-79
XLIX.	Plural of Past Tense	79-80
L.	Plural of Fut. Tense	80
LI.	“ “ Pres. Tense	81
LII.	“ “ Impt. Tense	82
LIII.	Conditional (3rd Sg.)	83
LIV.	“ (1st Sg.)	83
LV.	“ (2nd Sg.)	84
LVI.	“ (1st Pl.)	84
LVII.	“ (2nd Pl.)	85
LVIII.	“ (3rd Pl.)	85
LIX.	Imperative (3rd Sg.)	86
LX.	“ (1st Pl.)	86
LXI.	“ (2nd Pl.)	87
LXII.	“ (3rd Pl.)	87
	Ex. 47	87-88

TABLE OF CONTENTS--*Continued*

9

LESSON		PAGE
LXIII.	Subjunctive (Pres. tense) with Notes	88-89
LXIV.	" (Past tense)	89-91
	Ex. 48	91
LXV.	Autonomous Forms—Past tense	91-92
LXVI.	" " Fut. tense	92
LXVII.	" " Pres. Habitual (Imper. Subj.)	92-93
LXVIII.	" " Imperfect	93
LXIX.	" " Past Subj. and Conditional	93
	Ex. 49	94
LXX.	The Verb <i>cím</i> —Pres. Indic.	94-95
LXXI.	The Verb <i>cím</i> —Past. Indic.	95-96
LXXII.	" " " Fut.	96-97
	Ex. 50	97
LXXIII.	" " " Impft. Ind. and Past Subj.	97-98
LXXIV.	" " " Conditional	98-99
	Ex. 51	99-100
LXXV.	" " " Autonomous Forms	100
	Ex. 52	100
LXXVI.	" " <i>veipim</i> Pres. Ind. and <i>Oratio Obliqua</i>	101
LXXVII.	" " " Past Ind.	101-102
LXXVIII.	" " " Fut. Ind.	102-103
	Ex. 53	103
LXXIX.	" " " Conditional	104
LXXX.	" " " Impf. Ind. and Past Subj.	104
	Ex. 54	104-105
LXXXI.	" " " Autonomous Forms	105
	Ex. 55	106
LXXXII.	" <i>vo veipim</i> (<i>tu58im</i>), Pres. Ind.	106
LXXXIII.	" " " " Past Ind.	107
	Ex. 56	107
LXXXIV.	" " " " Fut. Ind. (Ex. 57)	108
LXXXV.	" " " " Imp. Ind. and Past Subj.	108-109
	Ex. 58	109
LXXXVI.	" " " " " Conditional (Ex. 59)	109-110
LXXXVII.	" " " " " Autonomous (Ex. 60)	110-111
LXXXVIII.	The Verb <i>beipim</i> (Exx. 61-65)	111
LXXXIX.	" <i>5abim</i> (Exx. 66-70)	112
XC.	" <i>vo 5eibim</i> (Exx. 71-75)	112-113
XCI.	" " " Autonomous	113
XCII.	" <i>cloipim</i> (with Ex. 76)	114
XCIII.	Imper. Mood and Vb. Noun of Vbs. in Lessons 70-92 (Ex. 77)	114-115
XCIV.	Some Idioms with the Verb <i>ip</i> , (Exx. 78-81).	115-116
XCV.	Points of Compass—Direction (Exx. 82-84).	117-119
XCVI.	Relationship (Exx. 85-88)	120-124

TABLE OF CONTENTS—*Continued*

LESSON		PAGE
XCVII.	பிர, விசே, எதற, விசுஷம (Ex. 89)	124-125
XCVIII.	Uses of the Preposition அ (Exx. 90-91)	125-126
XCIX.	“ “ , அ (Exx. 92-93)	127
C.	“ “ குமி (Ex. 94)	128
CI.	“ “ தோ (Ex. 95)	128-129
CII.	“ “ தே (Exx. 96-97)	129-130
CIII.	“ “ தின (Exx. 98-99)	130-131
CIV.	“ “ தே (Exx. 100-101)	132-133
CV.	“ “ தோ (Ex. 102)	133-134
CVI.	“ “ தே (Ex. 103)	134
CVII.	“ “ Prepositions பான, உம (Ex. 104)	135
CVIII.	Direct Relative Particles (Exx. 105-106)	135-137
CIX.	The Oblique Relatives (Exx. 107-109)	137-139
CX.	Negative and Compound Relatives (Exx. 110-111)	139-140
CXI.	Double Relative Construction (Ex. 112)	140-141
CXII.	Relative in Compar. and Superl. Clauses (Ex. 113)	141-142
CXIII.	Interrogative and Relative (Ex. 114)	142-143
CXIV.	S்தேலின (Notes and Ex. 115)	143-144
CXV.	“ (Ex. 116)	144-145
CXVI.	“ (Ex. 117)	145-146
CXVII.	“ (Ex. 118)	146
CXVIII.	“ (Ex. 119)	146-147
CXIX.	“ (Ex. 120)	147-148
CXX.	“ (Ex. 121)	148
	Key to the Exercises	149-176
	Vocabulary:	
	English-Irish	177-181
	Irish-English	182-192

Introduction to Studies in Modern Irish

LESSON I

(*Masculine Nouns and Pronouns with the verb is. Indefinite Predicate. Classification Sentences.*)

VOCABULARY

is=is (am, art, are). This is the verb *to be* used in describing, in a general way (as in Lessons I and II), *what* a person, place, or thing is. *E.g.* John is *a man*, Sile is *a woman*, that is *a book*, Belfast is *a city*. This *description* (the predicate) must either be placed *immediately after is*; or if placed first (when emphasis is intended), *the pronoun ead must be inserted after is*. *E.g.* is *leabhar* é (it is a book)—without any emphasis; but *leabhar is ead é* (it is *a book*—not a pen, pencil, or anything else suggested).

leabhar=book, a¹ book

bord=box, a box

peann=pen, a pen

tabhair=table, a table

peann-tuairde=pencil, a pencil

lárán=match, a match

rpáirán=purse, a purse

ead=what? rúr=thing, a thing; an=the (definite article); é=it (masc.) he; é rún=that (pronoun, masc.): ead=the pronoun which takes the place of an indefinite predicate.

ni²=not; ná=nor; ni . . . ná=neither . . . nor.
Cia'cu=which (where an alternative is offered)? whether?
nó=or. Ác=but. An²=interrogative particle.

¹ There is no indefinite article in Irish.

² The verb is not expressed after these particles. But after ni, when the predicate begins with a vowel, it appears as h-.

LESSON I

(To be taught according to the Direct Method.)

- I. Cao é an puro é rín ? 1r leabhar é.
- II. An leabhar é rín ? 'S ead.
- III. An leabhar é rín ? Ni h-ead ; peann 1r ead é.
- IV. Cia'cu leabhar nó peann é rín ? Peann 1r ead é.
- V. Cia'cu leabhar nó peann é rín ? Ni leabhar ná peann é, ac larán.

Salutations, etc., to be taught orally, and used as occasion requires :—

1. Dia 'r Muirfe Óuit (óib).
2. Dia 'r Muirfe Óuit (óib) 1r Pádraig.
3. Slán agat (agairib).
4. Slán leat (uib).

NOTES ON METHOD AND GRAMMAR

I. Note that the teacher in this lesson should have *several* books, pens, pencils, etc., before him. Cao é an puro é rín ? is the proper form of question—not Cao é rín ? The subject is—an puro é rín—which means “the class of thing which that object belongs to.” Do not say, in the answer to this first question—leabhar 1r ead é. That is misplaced emphasis—a *linguistic snarl*. The civil, simple question, free from all implied suggestion, demands a civil, simple answer. Contrast the answer to question III (which implies a possible untruth). Yet I have frequently heard the emphatic answer given to the first question, and the unemphatic to the third ! Avoid carefully the (at this stage) awful monstrosity—**is é sin an leabhar.**

II. Observe the answer to question II. Nouns should not be unnecessarily and inelegantly repeated. There must always be some reason for repetition. When there is none, a pronoun should take the place of the noun (ead, if the noun is predicate of the verb 1r, and *indefinite*). The answer, frequently given—1r leabhar é—has not a single word correct. 1r is wrong, because in such an answer it is always stressed, and it never should be stressed ; leabhar is wrong, because it is an inelegant and unmearing repetition of the noun ; é is

wrong, because in such circumstances the *subject* is understood. This is a very common fault with teachers, and, as a result, with their pupils, in conversation. Inspectors have sometimes put the teachers wrong here, on the ground that the pupil must be taught to answer with a *complete sentence*! Both forms of answer are complete sentences—the only difference being that 'r eao is correct, while the Inspector's form is absolutely wrong and unjustifiable from start to finish. The answer—*Ir leabhar é rin*—is still worse, as it contains the further unjustifiable repetition of the word **sin**.

III. Teach the meaning of *ní*. (See remarks under Addenda, (a).) Do not use the *unemphatic* answer. Do not repeat the noun of the question.

IV. Note the emphatic form of the answer. The reason is that the question insinuates the possibility of either alternative. Do not, in the question, mechanically place the name of the actual object first. Leave something to the intelligence of the pupil.

V. Instead of *ac* *tarán*, one may of course say *tarán* *ir eao e*. But *ac* is useful, and a variety.

ADDENDA

(a) There should be interconnection between the questions. For instance, in passing from 1st to 2nd question, do *not* proceed as follows: *Cao é an puo é rin?* *Ir leabhar é* (1st). Then, *An peann é rin?* 'Seao (2nd). Here there would be a break in thought which the pupil should not be asked to bridge. Instead of taking up the pen, the teacher should take up another (not the same), *book*, and put the 2nd question concerning *it*. So the passage from II to III should be easy and natural. There should be no *jumping*. I have repeatedly seen it done as follows (the *wrong* method): *An leabhar é rin?* 'Seao. *An peann é rin?* 'Seao. *An peann-luarde é rin?* 'Seao (II). Then (III), *An leabhar é rin?* *Ni heao, peann ir eao e.* The *right* method is:—

An leabhar é rin? 'Seao.

An peann é rin? 'Seao.

An peann-luarde é rin? 'Seao

" " " " "

Three different pencils

And then (holding up another *kind* of object): *An peann-tuarðe é rím?* *Ní heasð, teabair iñ eao é.* This at once makes for *continuity* in the lesson, and ensures that the meaning of *ní* is quite plain. Similarly with the other questions. The intelligent teacher will always aim at having a rational connection between them. This will render the lesson not only easier for the teacher, but more intelligible and more interesting to the pupil.

(b) Observe carefully the distinction between emphatic and unemphatic forms. English (outside poetry) depends mainly on *voice* emphasis—the emphasis of tone. This is not enough in Irish. Irish expresses emphasis in *three* ways (sometimes, but not always, combined):—

1°. The emphasis of *tone*. But note that it frequently differs from English. For instance, in answer to the question: “Is that a book?” one may say “*It is*” (with emphasis on the verb). Irish never¹ allows the verb *iñ* to be stressed; it is the *predicate eao* which, in the above answer, receives the stress in Irish—*iñ eao*.

2°. The emphasis of *form*—*míre* (as opposed to *mé*), *tarra* (compared with *tú*), *mo teabair-rra*, *oo cuaðair-re*, etc.

3°. The emphasis of *position* (really a sort of emphasis of *form*, applied, however, not to the individual word, but to the sentence or clause). *E.g. teabair iñ eao é.* In such a sentence as—*oðm-rra iñ eao iñ ceart é ðéanam*, we have all three—emphasis of *form*, emphasis of *position*, emphasis of *tone*. Irish is being ruined, and vicious habits of thought and expression are being fostered in the teacher, and taught to the pupil, owing to the neglect of this all-important point.

(c) The verb “*iñ*” is not in itself a predicate. This is shown clearly: 1°. By the fact that it is never stressed. The whole

¹ The stress which it receives in such expressions as *níor b'eað* is only accidental. The one solitary instance which I have noticed in the speech of the people in *Uíb Laochair* is *ba neamh-ðáð rám*, pronounced *ba-na-ðáð rám*. This is quite abnormal. It is conceivable, however, that it stands for *b'ana-ðáð rám* (used satirically) and not *ba neamh-ðáð rám*—in which case there would be nothing abnormal in the pronunciation.

complex construction of “*is*” sentences arises out of this fundamental fact. The stress falls on the *predicate*, and the predicate *must immediately follow* the unstressed “*is*”; or, *if not (and the needs of the language very often preclude its being placed there)*, a pronoun (*ea*), when the predicate is indefinite, *é* or *is*, ordinarily,¹ when it is definite) must be inserted to take its place. Watch this point very carefully. It is the key to all the intricacies of “*is*” construction. 2°. By the fact that “*is*” can never stand alone, whereas any other verb² in the language can, because every other verb in the language is a predicate, or part-predicate in itself.

(d) It is useless, and foolish, to lay down a fixed time-limit for the teaching of such a lesson. The time required depends on so many circumstances that it is only the individual teacher—who knows *himself* and *his pupils*, and the *actual state of his and their physical and mental energies*—that can decide the point.

(e) It is not absolutely true to say that the predicate is always more strongly stressed than the subject. E.g. when we have *the same predicate*, but *different subjects*, in two successive questions or statements, the second subject, by reason of the implied *contrast* with the first subject, will receive more stress than the predicate—*An teathar é rím?* ‘Seasó. *An teathar é Sí? ’Seasó.*

(f) Words like *páipéar*, *cáitc*, are not suitable for use in this lesson (or Lesson II). They are properly words of *material*. To have them on a par with *teathar*, *peann*, etc., we should have to say *bláipe páipéir*, *bláipe cáitce*.

(g) The teacher should note the construction of all sentences as they occur. Especially questions I and IV (Lesson I). In question I, as already remarked, the subject is “*an ríos é rím*,” which means “*the sort of thing that that object is*.” The predicate is “*cád*,” and the pronoun “*é*” stands proleptically for the *subject*.

The *verb* is understood. In question IV the subject is *é rím*. **CIA** is the fundamental word of the predicate, but the

¹ See *Studies in Modern Irish*. Part I, pp. 44-47.

² With the natural exception of certain defective verbs like *an*, *daí*.

prepositional pronoun **acu** is joined to it, and as **acu** stands proleptically for the alternative—*teabhar nō peann*—the whole predicate is *cia'cu teabhar nō peann*. In *cia* and *cá* questions, these words *invariably* constitute the predicate, or the fundamental part of the predicate.

Exercise I

(*é rím*=that. *é seo*=this.)

(Illustrate the meaning of the following sentences by reference to the objects in question. Then change the predicate in each case, and illustrate the new meaning in the same way.)

1°. *Cá* é an *pú* é *rím*? *If* *teabhar* é. 2°. *An* *teabhar* é *rím*? *Ní* *neadh*, *tarán* *if* *easá* é. 3°. *Cia'cu* *boirc* nō *grapán* é *seo*? *Srapán* *if* *easá* é. 4°. *Cia'cu* *teabhar* nō *tarán* é *rím*? *Ní* *teabhar* ná *tarán* é, *ac* *peann*. 5°. *An* *peann* é *rím*? *'Seasá*. 6°. *An* *boirc* é *seo*? *Ní* *n-easá*, *ac* *bóir*.

Exercise II

Translate the above sentences, and the new ones you have formed, into English.

Exercise III

Translate into Irish:—

1°. This is not a pen, it is a pencil. 2°. Is that a pencil? Yes. Is this? No. 3°. What is it¹? A book. 4°. Is that a book? No, but a box. 5°. Whether is this a box or a purse? It's a purse. 6°. This is a match, ² is it? ³ Yes.

Exercise IV

Illustrate the meaning of the Irish of Exercise III by reference to the objects in question.

¹ *Cá* é an *pú* é? Don't use é *sí* or é *seo* twice of the same object in two successive questions. ² Emphatic position. ³ *An easá*?

LESSON II

(*Feminine Nouns and Pronouns with the verb is. Indefinite Predicate. Classification Sentences.*)

VOCABULARY

Seilling=a shilling; leat-pinginn=a halfpenny; pinginn=a penny; cataoir=a chair; eocair=a key. i=it (feminine), she; i rin=that (referring to feminine noun).

- I. Cao é an ruo i rin? Is pinginn i.
- II. An pinginn i rin? 'Seao.
- III. An pinginn i rin? Ni h-eao, rsilling is eao i.
- IV. Cia'cu pinginn no rsilling i rin? Seilling is eao i.
- V. Cia'cu pinginn no rsilling i rin? Ni pinginn na rsilling i, ac leat-pinginn.

NOTES ON METHOD AND GRAMMAR

I. Read carefully the notes on Lesson I. The same principles apply here. The question *Cao i an ruo i rin?* is incorrect. The first pronoun (i) refers directly *not* to the object whose name is feminine (pointed out by *i rin*), but to *an RUO*. See analysis of questions, p. 15. It has been questioned whether one should not say *Cao é an ruo É rin?* even when the name of the object pointed out is feminine, on the ground that the pupil does not yet know the name of the object. But the teacher *does*, and as his aim is to familiarise the pupil with the correspondence between feminine pronoun and feminine noun, *i rin* should undoubtedly be used. It would be quite different if neither teacher nor pupil knew the name of the object. Then, one should have to use *É rin*.

Exercise V

(*Illustrate the meaning of the following sentences by reference to the objects in question. Then change the predicate in each case, and illustrate the new meaning in the same way.*)

- 1°. Cao é an ruo i rin? Is cataoir i. 2°. An cataoir é

¹ The gender of the Subject pronoun is determined, of course, by the gender of the corresponding noun, not by the gender of the Predicate noun.

fin? Ní h-eas, báis is ea is é. 3°. Cia'cu pínginn ná leat-pínginn i reo? Pínginn is ea is i. 4°. Cia'cu eocair ná peann é fin? Ní h-eocair ná peann é, ac peann-luaide. 5°. An peann-luaide i reo? Ní h-eas, ac eocair. 6°. Eocair is ea is i, an ea is? 'Seas

Exercise VI

Translate the above sentences, and the new ones you have formed, into English.

Exercise VII

(naol(m)=a sixpence; leat-naol(m)=a threepenny piece)
Translate into Irish:—

1°. This is not a penny, it's a halfpenny 2°. Is that a halfpenny? Yes. Is this? No. 3°. What is it? It's a shilling.¹ 4°. Is that a shilling? No, but a sixpence. 5°. Whether is this a sixpence or a shilling? It's a shilling. 6°. This is a threepenny piece, is it? Yes.

Exercise VIII

Illustrate the meaning of the Irish of Exercise VII by reference to the objects in question.

LESSON III

(*The Verb is with definite Predicates.*)

VOCABULARY

An=the (definite article, m. and f. sing. Nominative in this lesson): cártá=a card; an cártá=*the* card (definite); báin=white; duib=black; donn=brown; dearg=red; buí=yellow; goirm=blue; grá=grey; uaitne=green (*artificial* green; grá=*natural* green); níbín=ribbon; cláir-duib=blackboard; cat=cat; capall=horse.

Seán ó Caileán's "Colour-Cards" may be used conveniently for this lesson. A picture can be used for cat, capall.

The attributive adjective is, in Irish, generally placed after the noun—cártá báin, cártá duib.

¹ Emphatic position, because of the previous question which insinuated that it was a halfpenny.

Before introducing the definite predicate, it will be useful to go through the forms of Lesson I, using *cápta*, *cápta duib*, etc. Then—

- I. Cia'cu *cápta* é *rim*? Sé an *cápta duib* é.
- II. (a) An é *rim* an *cápta duib*? 'Sé.
- II. (b) An é an *cápta duib* é *rim*? 'Sé.
- III. (a) An é *rim* an *cápta duib*? Ni hé; *Sin* é é.
- III. (b) An é an *cápta duib* é *rim*? Ni hé; *AC AN CÁRTA BÁIN*.
- IV. Cia'cu an *cápta duib* nō an *cápta báin* é *rim*? Sé an *cápta duib* é.
- V. Cia'cu an *cápta duib* nō an *cápta báin* é *rim*? Ni hé an *cápta duib* ná an *cápta báin* é, ac an *cápta duib*.

NOTES ON METHOD AND GRAMMAR

(There should be *only one* card, ribbon, cat, horse, etc., of any particular colour before the class. Cf. Lessons I and II, in which it is essential that there should be *several* objects of the same species. In these Lessons (I and II) there was question of *specific agreement*. In Lesson III there is question of *individual differences*.)

I. Cia'cu *cápta* é *rim*? is the proper form of question here—not *Cao é an cápta é rim?* The former is better suited to elicit the *definite* answer—the black card, as distinguished from the white one, etc. Notice that the only reason why we do not say, in the answer, *Ir é an cápta duib é Sin?* is the same reason which forbids the use of *Sin* in the answer to question I of Lessons I and II. We *should* say, *Ir é an cápta duib é rim*, if we were referring to that object for the first time (either absolutely, or after referring to something else), and asserting that it *is* the black card (and not the white one, for instance). *Sin é an cápta duib* would be an incorrect answer to this first question, because this answer implies that *I was looking for AN CÁRTA DUIB* (which is the *subject* of the statement), and that it is now being pointed out to me (*rim é* is *predicate*). Yet this is the answer frequently given by teachers—the result being confusion and want of precision. The difference is brought out more clearly in questions II and III.

II. Note carefully the difference in meaning between II (a) and II (b). In II (a) I am talking of *an cárta* *duibh* (the Subject), and wish to know am I right in pointing it out as the one denoted by *é rím* (the Predicate). In II (b) I am talking of the object pointed out by *é rím* (the Subject), and asking am I right in assigning its colour as (*an cárta*) *duibh* (the Predicate). The words *é rím* and *an cárta* *duibh* denote two quite different aspects of the object in question. I may think and speak of the object under either aspect, and the formal meaning of my question or statement will vary accordingly. There is a great deal of looseness prevalent in the use of *é rím* in such sentences. These beautiful distinctions should be carefully attended to. The point is further illustrated in the answers to question III. Question II (a) should, of course, be introduced *naturally*. It may be done as follows: *Cia'cu cárta é rím?* 'Sé *an cárta* *duibh* *é*. *Cia'cu capall é rím?* Sé *an capall* *duibh* *é*. Then—*An é rím an cárta* *duibh?* Sé *An é rím an capall* *duibh?* Sé. So, with II (b). Begin thus—*Cia'cu cárta é rím?* *An é an cárta* *bán é?* Sé. Then—*An é an cárta* *duibh é rím?* Sé.

III. In III (a) the answer—*ni hé, ač an cárta bán*—would be illogical. That is not what I wanted to know when I put the question. I have no interest in the colour of the card pointed out (*é rím* is *Predicate*) except in so far as it may possibly be the *black* one (*an cárta* *duibh* is *Subject*). If it is not the *black* one, then I don't care what colour it is—all I want to know is, where is the *black* one? The true answer, therefore, is—*ni hé, sin é é*. On the other hand, in III (b), *all my interest* is in the colour of the card pointed out (*é rím* is *Subject*), and *not at all* in the *black* card, except in so far as this may possibly be what I want; if it is not, then all I want to know is, what is the colour of the card pointed out. The true answer here is—*ni hé, ač an cárta bán*. Or we might say *ír é an cárta bán é*. In reference to this, notice that we might have expected an emphatic answer (as in the answers to question III, Lessons I and II), which would be *An cárta bán ír é é*. This, however, is not common, so perhaps the form with *ač* is the more convenient one to use here. *An cárta bán ír eadó é* is a monstrosity which is often heard, and sometimes even seen in print!

iv. Here also the unemphatic *tr é an cápta duib é* is usual, instead of the emphatic *An cápta duib tr é é*.

Contrast the answers *tr é*, *tr ead*; *ni hé*, *ni head*. Notice the first pronoun *é* in the answers to questions I and IV, and in questions II (b) and III (b). This pronoun was not necessary in Old Irish (though it sometimes occurs), because *without it* the predicate was joined immediately to the verb, and the essentials for predication were complete. For the explanation of its use in Modern Irish, see *Studies in Modern Irish*, Part I, p. 15. The student should now be exercised in all three lessons, being required sometimes to give the definite, and sometimes the indefinite answer, according to the form of the question. Thorough drill in this is essential.

Exercise IX

(Illustrate the meaning of the following sentences by reference to the objects in question. Then change the Predicate in each case, and illustrate the new meaning in the same way.)

1°. *An cápta é rím?* 'Séad. 2°. *Cia'cu cápta é?*¹ Sé *an cápta*² goirm é. 3°. *An é an cápta goirm é leo?* Ni hé, ac *an cápta* glas. 4°. *An é leo an cápta goirm?* Sé. 5°. *An é leo é?* Ni hé, *rím é é*. 6°. *Cia'cu an capall duib nō an capall bán é rím?* Sé *an capall bán é*. 7°. *Cia'cu an pibin dears nō an pibin burde é leo?* Ni hé *an pibin dears ná an pibin burde é*, ac *an pibin* goirm.

Exercise X

Translate the above sentences, and the new ones you have formed, into English

Exercise XI

Translate into Irish:—

1°. Which book is this? It's neither the black nor the

¹ Notice again that we must not say *é sin* here, as we are still referring to the same object already pointed out, and distinguished from all others, by the *é sin* of question 1. ² The repetition of the noun *cápta* is justified here by the addition of *goirm*. *Cápta* and *cápta goirm* are really different terms. In actual speech *ceann* *goirm* is frequently used instead.

green one,¹ but the blue. 2° Is that the black horse? No, this is it. 3° Is this the white horse? No, it's the black cat. 4° Is this a cat? Yes. 5° Which cat is it? It's neither the black nor the white one,¹ but the brown one.¹

Exercise XII

Illustrate the meaning of the Irish of Exercise XI by reference to the objects in question.

LESSON IV

(*τά, níl, fuit with Prepositions and Prepositional Pronouns.*)

The verb *is* connects two *substantives* directly, *i.e.* two *nouns*, or two *pronouns*, or a *noun* and a *pronoun*, or an *adjective* and a *noun* or *pronoun*; or it connects directly two *modes* (as in III, IV and V of the following lesson). There is another verb “to be,” *viz.* *τά*, which is used only to connect *substantive* and *mode* (as in I, VI, VII of the following lesson); that is, it implies some *state* or *condition* in which the subject is supposed to be, or not to be. One of its most obvious uses is to state *where* things are, or are not.

VOCABULARY

τά=is (are); *níl* (negative form of *τά*)=is not (are not)? *atá* (relative form of *τά*)=which (who) is (are); *an bpuil* (affirmative interrogative form of *τά*) is? (are?) ; *cá bpuil*=where is (are)? *Sé* (m.), *ri* (f.) pronouns to be used as subjects to *τά* (as contrasted with *é*, *i*, to be used as subjects or predicates with “*is*”); *ar*=on, upon; *fé*=under; *air* (m.)=on it (him); *airte* (f.)=on it (her); *fe* (m.)=under it (him); *fuiti* (f.)=under it (her); *asúr*=and; *anois*=now; *an tu*. *aoinnis*=anything; *tu* *ar* *bit*=anything at all; *reacar*=besides.

I. *Τά an peann ar an mbóir.*

Τά an lapán fé 'n gceataoir.

Τά an rsgilling ar an bpingsinn.

Τά an rphapán fé 'n mbóra.

¹ Repeat the nouns *leabhar*, *cat*, etc. for the present. *Or ceann* may be used instead.

II. Cia'cu an peann nō an peann-luarde atá aip an mbórt? An peann.
 Cia'cu an peann nō an lapán atá fé n scatáoir? An lapán.
 Cia'cu an fíllings nō an piol atá aip an bpinginn? An fíllings.
 Cia'cu an leat-pinginn nō an rpháirán atá fé n mborce? An rpháirán.

III. Cia'cu aip an mbórt nō aip an mborce atá an peann? Ír aip an mbórt atá SÉ.
 Cia'cu fé 'n scatáoiri nō fé 'n mbórt atá an lapán? Ír fé 'n scatáoiri atá SÉ.
 Cia'cu aip an bpinginn nō aip an leat-pinginn atá an fíllings? Ír aip an bpinginn atá SÍ.
 Cia'cu fé 'n mborce nō fé 'n mbórt atá an rpháirán? Ír fé 'n mborce atá SÉ.

IV. An aip an mbórt tá an peann? Ír AIR.
 An fé 'n scatáoiri atá an lapán? Ír FÚITÍ.
 An aip an bpinginn atá an fíllings? Ír UIRTÍ.
 An fé 'n mborce atá an rpháirán? Ír Fé.

V. An fé 'n mbórt atá an peann? Ní headó, ac aip.
 An aip an scatáoiri atá an lapán? Ní headó, ac fúití.
 An fé 'n bpinginn atá an fíllings? Ní headó, ac uirteí.
 An aip an mborce atá an rpháirán? Ní headó, ac fé.

VI. (Cia'cu an peann nō an peann-luarde é pín? An peann.)
 CÁ Bfuil fé? Tá fé aip an mbórt
 CÁ Bfuil an lapán? Tá fé fé 'n scatáoir.
 CÁ Bfuil an fíllings? Tá rí aip an bpinginn.
 CÁ Bfuil an rpháirán? Tá fé fé 'n mborce
 VII. Cao tá aip an mbórt? An peann AGUS an eocair.
 Cao tá aip ANOIS? An peann agur an eocair agur
 an fíllings.
 An Bfuil an peann aip anois? NÍL.
 An Bfuil an eocair aip? TÁ.
 An Bfuil rí aip anois? NÍL.
 Cao tá aip anois? An fíllings.
 An Bfuil rí aip anois? NÍL.
 Cao tá aip anois? NÍL RUÐ AR BIC aip anois.

INTRODUCTION TO

An tófaíl **RUD AR bÍC** aip aonair? Tá—an peann é an peann-luarde.

An tófaíl riúd aip bÍC aip **SEACAS** an peann? Tá—an peann-luarde.

An tófaíl riúd aip bÍC aip **reacar** an peann-luarde? Tá—an peann.

An tófaíl riúd aip bÍC aip **reacar** an peann **AÍS** an peann-luarde? Níl.

NOTES ON METHOD AND GRAMMAR

The amount of this lesson to be taught at one class will depend on circumstances. The teacher himself must be the judge of that.

1. This is a difficult lesson to teach well. It is full of traps for the unwary. Observe carefully the four sentences given under 1. It would not do to say **Tá an peann aip an mbóir**; **tá an peann-luarde féin mbóir**—as is usually done. In the first place we have here the unnecessary and inelegant, and therefore wrong, repetition of the noun **bóir**. Further, there is a natural contrast, either between the pen and the pencil, or between a position *on* and a position *under* the table. These contrasts would not be expressed naturally in the above way (not to mention the wrong stressing of the simple prepositions, in order to eke out the meaning). We should have to say in the second sentence, either **ír é an peann-luarde atá fé**, or else **ír fé atá an peann-luarde**. Hence the order selected for the four statements under 1. Before placing the several objects, the teacher should first call attention to them, and also to the objects on or under which he is about to place them. Thus, for first sentence under 1 he will begin:

Cia'cu an peann nó an peann-luarde é rím? Sé an peann é.

(This introduces the definite article *naturally*. There should be only *one* pen and *one* pencil before the class.)

Cia'cu an bóra nó an bóir é rím? Sé an bóir é.

Then he will place the pen on the table, **LEAVE IT THERE**, and say:—

Tá an peann aip an mbóir.

I have repeatedly seen the teacher place the pen on the table, and then, when about to say *tá . . .* etc. *take it off again, and hold it in his hand*, while asserting that it is on the table!

II. There is no great difficulty here. But notice the construction. The subject is *an iúr* (understood) *atá . . .*; the predicate being *cíá'cu . . . nó . . .* The verb “*ír*” (understood) connects directly the two substantives (*an iúr . . .* and *cíá'cu . . .*); while the verb “*tá*” (within the subject of the main sentence) connects the substantive (relative pronoun) *Δ(tá)* with the *mode* *ap* *an mbóir*.

III., IV. These are complex elliptical sentences—the combination or comparison of two *modes*. For explanation, see *Studies in Modern Irish*, Part I, pp. 8-10. They are understood as *definite*—the contrast being between two definite things, *e.g.* the table and the box.

V. Complex, elliptical sentences also. They are understood as *indefinite*, however. The contrast is *not* between the table, *e.g.* and some other definite object, but rather between A position *ON* the table and A position *UNDER* it.

VI. The meaning of *Cá ӯfuit ré?* can be made clear by a few prefatory questions, such as—*An ap an scatáoiri atá ré?* *An fé'n mbóir atá ré?* etc.

N.B.—*Δír=ap e;*¹ *uírtí=ap i;* *fé* (as prep. pron.)=*fé e;* *fuírtí=fé i.*

Exercis^e XIII

(Illustrate the meaning of the following sentences by reference to the objects in question. Then change the positions, and illustrate the new meaning in the same way.)

1°. *Tá peann ap an mbóir, γ tā r̄silling fé'n leabhar atá ap an scatáoir.*

2°. *Cíá'cu an leabhar tuib nó an leabhar uaitne atá fé'n mbóir?* *An leabhar tuib.*

3°. *Cíá'cu fé'n mbóir a nó fé'n mbóir atá ré?* *Ir fé'n mbóir atá ré.*

¹ *Ap e* (etc.) are used in one particular case. See *Studies in Modern Irish*, Part I, p. 159, No. 9.

4°. *An fé'n scatáoir atá an eocair?* If you? Cár é an eocair?

5°. *Tá rí fé'n scatáoir.*

6°. *Níl rí ari bít aonair airi, reacair an eocair.*

Exercise XIV

Translate the above sentences, and the new ones you have formed, into English.

Exercise XV

Áonac (m.)=a fair; ari an áonac=at the fair; an t-áonac =the fair (nom.); úirláir (m.)=a floor; ari an úirláir=on the floor; an t-úirláir=the floor (nom.); Seán (m.)=John.

Translate into Irish:—

- 1°. There's a sixpence and a threepenny-piece on the floor.
- 2°. Is there anything besides the penny on the table? Yes, there's a shilling, and a book, and the green card.
- 3°. Where is the blue ribbon? It is on the floor, under the chair.
- 4°. Is it the blue ribbon that's on the chair? No, but the white one.
- 5°. Where is John now? He's at the fair.

Exercise XVI

Illustrate the meaning of the first four sentences of the Irish of Exercise XV by reference to the objects in question.

Exercise XVII

Tádt=colour; Cao é an tádt atá ari . . . What is the colour of . . .? So, reo=this, these (adjectives); rán, rím=that, those. So and San are used after broad sounds; reo and rím after slender sounds.

Frame suitable sentences (affirmative, negative, interrogative) containing the following prepositional phrases:—1°. ari an mbóir. 2°. fé'n mbóir. 3°. fé'n scatáoir. 4°. ari an áonac. 5°. fé'n leat-pinginn. 6°. ari an scatáoir. 7°. fé'n scártá. 8°. ari an úirláir. 9°. ari an scártá ro. 10°. ari an hpeann rán.

LESSON V

(Tá with Prepositions and Prepositional Pronouns, continued.)

VOCABULARY

ín=in; iní an=in the (often contracted into "sá"); iRTiS (adv.)=within, inside; amuÍS (adv.)=outside, out; tÍS (m.), (teac)=a house; 'ra' tÍS=in the house (also iRTiS 'ra tÍS); amuÍS fÉ'n rPÉiR=out in the air; rPÉiR=sky (f.); cÁTÁiR (f.)=a city; 'ra' cÁTÁiR=in the city; amuÍS fÉ'n DTUAIr (f.)=in the country; colÁiRoe=a college; 'ra' colÁiRoe=in the college; rCOiL (f.)=a school; aP rCOiL=at school; 'ra' rCOiL=in the school; 'ra' uAile=at home; uRSe (m.)=water; an t-uRSe (nom.)=the water; mÁla (m.)=a bag; mealbÓS (f.)=a bag (usually of sheepskin); min (f.)=meal; tobÁi (m.)=a well.

- I. Tá rSILLING Í Íaol 'ra' rPAPÁN. Cao tÁ ann? Tá . . . ann.
- II. Tá min 'ra' mealbÓiS. Cao tÁ innti? Tá min innti.
- III. CÁ uBuIL an rSILLING? Tá rí iRTiS 'ra' rPAPÁN. CÁ uBuIL an inm? Tá rí iRTiS 'ra' mealbÓiS.
- IV. iRTiS 'ra' tÍS; amuÍS fÉ'n rPÉiR. iRTiS 'ra' cÁTÁiR; amuÍS fÉ'n DTUAIr.

Exercise XVIII

Translate into English:—

- 1°. Tá an colÁiRoe iRTiS 'ra' cÁTÁiR; iP amuÍS fÉ'n DTUAIr atÁ an rCOiL.
- 2°. Cao tÁ 'ra' rPAPÁN? Tá pINGiM Í leaC-pINGiM iRTiS ann.
- 3°. Cao tÁ iRTiS 'ra' mealbÓiS? Tá min iRTiS innti.
- 4°. CÁ uBuIL an rSILLING? An iRTiS 'ra' mÁla atÁ rí? Ni eaD. aC iRTiS 'ra' rPAPÁN.
- 5°. Ni h-iRTiS 'ra' tÍS atÁ Seán aNOiR. iP amuÍS fÉ'n rPÉiR atÁ rÉ.

Exercise XIX

mÓr=great; tRUAiS=a pity; iP mÓr an tRUAiS rAn! CoRÓiM= a crown; leaC-coRÓiM=half-crown; nÁ (interrogative negative particle) fUiL=Is there not? Is . . . not?

naC (interrogative negative particle with "1s") : naC cárta
é rím ? = Is not that a card ?

Translate into Irish :—

1°. The college is in the city, is it ? Yes. But the school is in the country.

2°. There's nothing in the purse but a sixpence and a threepenny-piece. That's a great pity.

3°. There's no meal in the bag, and no¹ water in the well.

4°. Seán is out in the open air, is he not ? Yes

5°. Aren't there a crown and a half-crown in the purse now ? No, there's nothing but a half-crown in it.

6°. There's only² a halfpenny on the table now. What a pity³.

LESSON VI

Doiríar=door ; aS an nDoiríar=at the door ; an Doiríar (m.)=the door (nom.) ; cù nne=corner ; ra cùinne=in the corner ; an cùinne (m.)=the corner (nom.) ; fumneos=window ; aS an Ófumneos=at the window ; an fumneos (f.)=the window (nom.) ; peictiúir=a picture (f.) ; duine=a human being ; fear=man ; bean=woman ; gairbhún=boy ; cailín=girl ; ainnm=name (Ch ist an) ; tó=to him (it, m.) ; tó=to her (it, f.) ; Cao ír ainnm tó=What's his name ; annrán=there ; annró=here ; canaó=where ? (when verb does not follow) ; cia=who ? (which ?).

I. Cia hé an gairbhún rán ? Táid o Séasúda ír ainnm tó.
Cia ní an cailín rím ? Máire ní Séasúda ír ainnm tó.
Cia hé an fear rán ? Dónnall o Súillioibhám ír ainnm tó.

Cia ní an bean rán ? Sile ní Súillioibhám ír ainnm tó.

II. Cá Ófuit Táid o Séasúda ? Sin é annrán aS an nDoiríar é.
Cá Ófuit Máire ní Séasúda ? Sin í annr. n aS an Ófumneos í.
Cá Ófuit Seánríor o Mualláin (teacher's name) ? (1r) mise é.

¹ ná níl . . . ² níl . . . aC. ³ naC móí an t-riúas rán !

Cá ḡfuil Seapáro ó Nuallán (addressed to pupil) ?
(Ir) **tusa** é.

III. An mire Seapáro ó Nuallán ? Ir tu An tupa é ?
Ní mé.

An tupa Tadgs ó Séaghdá ? Ir mé. An mire é ?
Ní tu.

An é iŋn Tadgs ó Séaghdá ? 'Sé.

An i iŋn Máiríe ní Séaghdá ? 'Si.

An mire atá ag an ndoípar ? Ní tu, ac Tadgs ó Séaghdá.
(a Tadgs) An tupa atá ag an ndoípar ? Ir mé.

An tu atá ag an ḡfuimneoir ? Ní mé, ac
Máiríe.

(a Máiríe) An tupa atá ag an ḡfuimneoir ? Ir mé.

An tu atá ag an ndoípar ? Ní mé, ac
Tadgs.

IV. Tá Tadgs ó Séaghdá ag an ndoípar ; ac ir ag an scolárt-
uab **ATÁIM-se**.¹

(a Máiríe) Tupa Máiríe ní Séaghdá, γí ag an ḡfuimneoir
ATÁOI-se.¹

Sin é Tadgs—ir ag an ndoípar **ATÁ SEISEAN**.¹

Sin i lín ni Čuire—ir annan γa cùinne **ATÁ SISE**.¹

V. **TÁIM-se** ag an scolárt-uab.

TÁET-se ag an ndoípar, a Tadgs.

TÁ SEISEAN ag an ndoípar.

TÁ SISE annan γa cùinne

NOTES ON METHOD AND GRAMMAR

I. These questions should not be answered by *Sin é Tadgs ó Séaghdá*, etc. The meaning of this, as already noted, is—THAT'S Tadhg O'Shea (you were wanting him, weren't you?). Use may be made of pictures to illustrate the meaning of *peair*, *bean*, etc. Pupils should be familiarised with the Irish forms of their names from the very first.

II., III. Great care must be taken to teach *mire*, *tupa* properly, and the distinction between these forms, and *mé*, *tú*. Thorough drilling is necessary.

IV. Similarly with the emphatic forms of the three persons

¹ The emphatic forms are used here because of the *contrast* between the different persons.

INTRODUCTION TO

of the verb *tá*. *Táim-re*, *táoi-re* should be taught before *táim*, *táoi*. Pupils should be exercised frequently and vigorously in the use of all these forms. Those who learn from Grammars are ruined by rhyming lists of *unemphatic* forms, as usually given in the paradigms, *e.g.* *táim*, *táoi*, *tá ré*, *tá ri*. This leads to the use of these forms, instead of the *emphatic* ones, when in actual conversation, there is contrast between different persons. Pupils should be trained to form the negative and interrogative forms corresponding to *táim-re*, *táim*, etc., for themselves. The second singular forms are the only ones which it will be necessary to *teach*—*bfuiliúr-re*; *níliúr-re*, etc.

Exercise XX

Cionnúr=how? *Cionnúr táoi?*=How are you? *Mairt*=good; *so mairt*=well; *táim so mairt*; *Burtheacar le Dia*=Thanks be to God. *So mairt mairt agat*=Thank you (or *rlán so mabair*=lit may you be well).

Translate into English:—

- 1°. *Seartún ír ead Táos ó Séaghdá, aé caitlin ír ead Mairt*
- 2°. *Tá Táos ag an ndoiríar. Ír ag an bfuinneoir agáil Mairt*
- 3°. *Cionnúr tá lú ni Cúine?* *Tá ri so mairt, rlán so mabair*
- 4°. *Cá bfuil ri anoir?* *Annrán ra cúnne atá ri.*
- 5°. *An bfuiliúr annrán, a lú?* *Táim. Caoíd?* *Annrónra cúnne.*

Exercise XXI

Translate into Irish:—

- 1°. Am I Séan ó Séaghdá? Yes. Are you he? No.
- 2°. Are you Liam ó Duacalla? No, that's he, there.
- 3°. Is it you who are at the door? No, but Táos ó Séaghdá.
- 4°. Is it I who am at the blackboard? Yes.
- 5°. You are at the door, but it's at the blackboard I am.
- 6°. Are you at the door? Yes. Am I at the blackboard?

Yes.

LESSON VII

I. (a) Tá leabhar ag Táobh. Níl aon leabhar **AΓΑΜ-ΣΑ**. Ac tá borga **ΑΓΑΜ**.

(b) An bhfuil borga ari bhit **ΑΓΑΤ-ΣΑ**, a Táobh? (Teacher answers) Níl—ac tá leabhar **ΑΓΑΤ**.

(c) Cia hé rin? Táobh ó Séaghdá. An bhfuil borga ari bhit **ΑΙΖΕ**? Níl. Iar agam-ra atá an borga. Leabhar iar easó atá **ΑΙΖΕ-ΣΕΑΝ**.

(d) Cia h-i rin? Máire ní Séaghdá. An bhfuil leabhar **ΑΙΚΙ ΣΙΝ**? Níl, ac tá peann **ΑΙΚΙ**.

II. (a) **Mise** γ **ΤΑΘΞ**—Níl peann ari bhit **ΑΖΑΙΝΝΕ**, ac tá borga γ leabhar **ΑΖΑΙΝΝ**.

(b) A Máire γ a Táobh—Níl borga ari bhit **ΑΖΑΙΘ-ΣΕ** ac tá peann γ leabhar **ΑΖΑΙΘ**.

(c) Táobh γ Máire—Tá leabhar γ peann **ΑΚΥ**. Ac Máire γ Líl—Níl leabhar ari bhit **ΑΚΥ-ΣΑΝ**, ac tá peann γ peann-luairde **ΑΚΥ**.

III. (An **Σαρτύν** é rin? 'Seád. Cao iar ainnm do? Táobh ó Séaghdá.)

(a) **Σεαρόιο** ó **Νιαλλάι** (teacher's name) iar ainnm **Δόμ-ΣΑ**.

(b) Cao iar ainnm **Δυιτ-ΣΕ**? (to Táobh) Táobh iar ainnm **Δυτ**. Cao iar ainnm **Δόμ-ΣΑ**? (Pupil answers) **Σεαρόιο** iar ainnm **Δυτ**.

(c) Cao iar ainnm **Δό-ΣΑΝ**? **Δόμναλ** iar ainnm **Δό**.

(d) Cao iar ainnm **Δί-ΣΙΝ**? **Líl** iar ainnm **Δί**.

NOTES ON METHOD AND GRAMMAR

There is no great difficulty in teaching this lesson, if it is carefully prepared. The plural forms, **ΑΖΑΙΝΝ**, etc., are introduced because **ΑΖΑΙΝΝ** will be needed in Lesson XI. Be careful to use emphatic and unemphatic forms naturally. Begin the lesson by distributing the objects used in the lesson to the various pupils, keeping a *box* yourself. Notice that the subject of III (a) is (an ainnm a) iar ainnm **Δόμ-ΡΑ**, "the name which is mine," and that the principal verb of the sentence (iir) is understood at the beginning.

Exercise XXII

பிஓர=knowledge; அ பிஓர=its knowledge, knowledge of it; தா அ பிஓர அகம=I know; அன உபுல் அ பிஓர அகத?=Do you know? நி பொவர்=I don't know, I wonder; சௌதில் (f.)=Irish (language); வெங்கா (m.)=English (language).

Translate into English:—

- 1°. தா பிங்கின் அச் சிலை. நில அன் பிங்கின் அகம-ரா.
- 2°. அன உபுல் பிங்கின் அபி விச் அகத-ரா, அ மலை? நில, அத் தா (சௌதில்) அச் சிலை.
- 3°. தா ரபர்க் அசி ரின், அத் தா ரிசிலிங் அத் தா ஹால் அச் சோபோன் அத் தெட்சோபோன் அசி அன்.
- 4°. தா ரிசிலிங் அத் தா ஹால் அகமின், அத் நில அன் சோபோன் நா தெட்சோபோன் அகமின்.
- 5°. சால் அப் அம்ம டூயிட-ரே? மலை நி சோஷ்டா அப் அம்ம டூம்.
- 6°. தாங் அ சோஷ்டா அப் அம்ம டோ ரோ, அத் தா லில் நி சூரிய அப் ஏஷ்¹ அப் அம்ம டீ ரின்.
- 7°. அன உபுல் பிஓர அகத சொ'சா சௌதில் நா வெங்கா எ ரோ? தா, சௌதில் அப் ஏஷ் எ.
- 8°. தா சௌதில் அகம-ரா, அத் நில அன் சௌதில் அசே ரின். நாச் டோபி அன ட்ருங் எ?
- 9°. அன உபுல் பிஓர அகத சொ ஹி அன கெலின் அதா அம்பன் ரா சுமின்? அன அத் தா லில் நி சூரிய அ? 'ஏ.
- 10°. அன உபுல் பிஓர அகத சொ உபுல் சிலை நி சுனிலியோம் அனோ? நி பொவர். நில ரி ட்ரீஸ் ரா டிஸ்.

Exercise XXIII

(அரிசைவு (m.)=money.)

Translate into Irish:—

- 1°. We have Irish, thanks be to God, but you have only English.
- 2°. I wonder is there any money in the purse that's on the table.
- 3°. There's only a sixpence in it, but I have a hal-crown here.

¹ For this pronoun *ea* here see Note on Proper Names, *Studies in Modern Irish*, Part I, pp. 41-43.

4°. That is good. *I* have the half-crown now, thanks to you.

5°. I don't know whether it's a man or a woman who's in the college.

6°. *I* know it's a woman. Don't *you* know it is *lil ní Cuiric*?

7°. I wonder what's *your* name, and do you know¹ any Irish.

8°. It's a great pity, but I don't know any Irish at all.

9°. Do you know whether it is Irish or English that is in this book?

10°. You and Tadhg, Mary, have only English.

LESSON VIII

(Na n-Uimhreacha = *The Numerals*; Ómhn-Uimhreacha = *Cardinal Numerals*.)

A	A ¹	A ²	A ³	A ⁴	B	B ¹	B ²	B ³	B ⁴
I. Aon	21	41	61	81	II. Aon uéas	31	51	71	91
2. Dó	22	42	62	82	12. Dó uéas	32	52	72	92
3. Trí	23	43	63	83	13. Trí uéas	33	53	73	93
4. Ceathair	24	44	64	84	14. Ceathair uéas	34	54	74	94
5. Cúis	25	45	65	85	15. Cúis uéas	35	55	75	95
6. Sé	26	46	66	86	16. Sé uéas	36	56	76	96
7. Seac	27	47	67	87	17. Seac uéas	37	57	77	97
8. Ocht	28	48	68	88	18. Ocht uéas	38	58	78	98
9. Naoi	29	49	69	89	19. Naoi uéas	39	59	79	99
10. Deic	30	50	70	90	20. Dé	40	60	80	100
						↓	↓	↓	↓
						Céad	Céad	Céad	Céad

¹ Say—"have you."

NOTES ON METHOD AND GRAMMAR

Column A to be taught thoroughly first. Then column B, laying stress on the fact that this column is based on A. Then column A and A¹ to be taught together. Impress on pupils that all the columns A¹, A², A³, A⁴ are based on A. One has merely to add the words placed at the top of these columns, *ιφ φίσε*, *ιφ ταξαν*, etc. Note carefully the numerals, 20, 40, 60, 80, 100. Similarly, B¹, B², B³, B⁴ are all based directly on B, and as B is directly based on A, all the numerals from 1 to 100 are based on A (with the exception of the new words, *φίσε*, *ταξαν*, *τρι φίσιο*, *ειτη φίσιο*, *εάν*). Attention to this makes the teaching of these numbers very easy.

In *abstract* counting the particle **α** is placed before the numerals thus: **α η-αον**, **α το**, **α τρι τεασ**, **α φίσε**, etc. **Αον**, **το**, etc., are used in concrete counting, where the objects are not *named*. For counting when the objects are named, see next Lesson. Instead of **το** and **εαταιρ**, **τά** and **ειτη** will then be used. Instead of **αον** *ιφ φίσε*, etc., **αον αφ φίσιο** or **αον φίσεαν** may also be used.

LESSON IX

(*Counting of Objects.—Nominative Plural of Nouns*)

I. **Βόριο**, **Οά Βόρο**, **τρι βύιρο**, **ειτηρε βύιρο** . . .
react (οετ, ηαοι, τειε) **τηβύιρο**.

So with **ταράν** (pl. **ταράμ**).

All these Nouns belong to the 1st Declension. All Nouns in this Declension are *masc.* and all in the nom. sing. end in broad consonants.

τραράν (pl. τραράμ). εατ (pl. εατ) ; react (οετ, ηαοι, τειε) τσατ . εαραν (pl. εαραν) ; react (οετ, ηαοι, τειε) τσαραν . τεαθαρ (pl. τεαθαιρ). ρεανη (pl. ρεανη) ; react (οετ, ηαοι, τειε) τρεινη .	{	τραράν (pl. τραράμ). εατ (pl. εατ) ; react (οετ, ηαοι, τειε) τσατ . εαραν (pl. εαραν) ; react (οετ, ηαοι, τειε) τσαραν . τεαθαρ (pl. τεαθαιρ). ρεανη (pl. ρεανη) ; react (οετ, ηαοι, τειε) τρεινη .
---	---	---

II. *mealbhs*, *Ód mealbhs*, *táí mealbhs*, *ceitche mealbhs*, . . . *reacht* (8, 9, 10) *mealbhs*.

2nd Declension. All

fem. All (in nom. sing.) end in consonants, but these may be either broad or slender.

So with *rsiúling* (pl. *rsiúlinne*), *pinginn* (pl. *pinginne*); *reacht* *briniginne* (etc.).

III. *bóra*, *Ód bóra*, . . . *ceitche bóraí*, . . . *reacht* (8, 9, 10) *mbóraí*.

4th Declension. Masc. or fem. Vowel or consonant endings in nom. sing.

So with *cártá* (pl. *cártai*); *reacht* *scártai* (etc.), *mála* (pl. *málaí*); *reacht* *málaí* (etc.), *ribin* (pl. *ribini*); *reacht* *ribini* (etc.), *coláirve* (pl. *coláirvi*); *reacht* *scoláirvi* (etc.).

IV. *tobair*, *Ód tobair*, . . . *ceitche toibheacá* . . . *reacht* (8, 9, 10) *ntoibheacá*. *Raoi*, *Ód raoi*, . . . *ceitche raoiaca* . . . *reacht* (8, 9, 10) *raoiaca*.

So, *teat-raoi*. All these are 5th Declension in the plural and 1st in the singular.

Catáoir, *Ód catáoir*, . . . *ceitche catáoiraca*, *reacht* (8, 9, 10) *scatáoiraca*.

So, *catáir* (pl. *catáracá*), *eocáir* (pl. *eocraca*); *reacht* *n-EOCRACA*.

Fifth Declension, singular and plural.

Scoil, *Ód scoil*, *ceitche scoileanna*, . . . *reacht* (8, 9, 10) *scóileanna*.

Second Declension in singular, fifth in plural.

In the 5th Declension we have both masc. and fem. nouns, with (in nom. sing.) both consonant and vowel endings.

V. Counting *persons*—*Óuine*, *beirte*, *táinir*, *ceatáir*, *cúigear*, *reirear*, *mór-reirear* (*reachtar*), *oictar*, *naonáir*, *deicniuáir*, *aon óuine* *Óeas*, *Ód óuine* *Óeas*, *táí óuine* *Óeas*, . . . *reacht* *nóuine* *Óeas* . . . *fiče óuine*.

VI. **Διπός** τελθαρι αρι απ τινότι? Τινί είναι.
 Διπός εατίνι αντρο? Τινύρ.
 Διπός ζαρρύν? Σεατραρ, etc.

NOTES ON METHOD AND GRAMMAR

I. Notice that the position occupied by the noun after the numerals 1-10 is the one occupied in the compound numbers also. E.g. **δά λεδύαρ**; **δά λεδύαρ** υέας; **δά λεδύαρ** ιρ θαέαν; **δά λεδύαρ** ιρ ζειτήρε φίέριο; **δά λεδύαρ** υέας ιρ φίέρε. The numerals 20, 40, 60, 80, 100 are *nouns*, and so properly speaking are followed by the gen. plural (generally the same as the nom. sing.).

II., III., IV. Here we are introduced to the Declension of Nouns—the dual number (after δά) and the nom. pl. The dual is the same IN FORM as the dat. sing. (except that the gen. pl. is sometimes used for the gen. dual).

LESSON X

(ΗΔ Η-ΑΙΤΤΡΕΔΑ Ήιρο=The Ordinals)

	ιρ φίέρε	θαέαν	τινί φίέρο	ζειτήρε φίέριο
1st θέατο	21st θονήμασθ	41st	61st	81st
2nd θαήα	22nd	42nd	62nd	82nd
3rd θρίμασθ	23rd	43rd	63rd	83rd
4th θεατράμασθ	24th	44th	64th	84th
5th θύγεασθ	25th	45th	65th	85th
6th θέμασθ	26th	46th	66th	86th
7th θεατήμασθ	27th	47th	67th	87th
8th θέτημασθ	28th	48th	68th	88th
9th θηοήμασθ	29th	49th	69th	89th
10th θειέμασθ	30th	50th	70th	90th
υέας	ιρ φίέρε	θαέαν	τινί φίέρο	ζειτήρε φίέριο
11th θονήμασθ	31st	51st	71st	91st
12th	32nd	52nd	72nd	92nd
13th	33rd	53rd	73rd	93rd
14th	34th	54th	74th	94th
15th	35th	55th	75th	95th
16th	36th	56th	76th	96th
17th	37th	57th	77th	97th
18th	38th	58th	78th	98th
19th	39th	59th	79th	99th
20th	40th	60th	80th	100th

I. An céad leabhar, an taraí leabhar, an tríúr leabhar ;
an t-áonmád leabhar téacs.
 An céad caitín, an taraí caitín, an tríúr caitín ;
an t-áonmád caitín téacs.
 An céad eocair, an taraí 11-eocair, an tríúr eocair ;
an t-áonmád eocair téacs.

II. *lá*=day; *mí*=month; *péinte*=calendar.

This Calendar for the month
 should be drawn up to suit }
 the date of the lesson, and }
 arranged according to the }
 days of the week. Notice that }
an lá in�iu, etc., are nouns, }
 whereas **in�iu**, etc., by them- }
 selves, are adverbs of time. }
 5 12 19 26
 6 13 20 27
 7 14 21 28
 1 8 15 22 29
 2 9 16 23 30
 3 10 17 24 31
 4 11 18 25

III. An céad *lá*, an taraí *lá*, etc., up to **an t-áonmád lá**
 téacs i^r píce.

Then—14/VII/'20 (supposed date of lesson)—

an lá 111011 (an lá atá anoir ann)
 13/VII/'20—**an lá 111006**.
 15/VII/'20—**an lá 1mba1reac**.

NOTES ON METHOD AND GRAMMAR

I. "First," when joined to another numeral, is **áonmád** (not **céad**). The definite article precedes the ordinal. Notice that the various columns of ordinals are inter-connected in the same way as the cardinals.

II. It will be no harm to explain briefly in English the meaning of *lá*, *mí*, etc. It will save a lot of time and trouble. It is assumed that the lesson is being taught on the 14th July, 1920. Of course the numbers will have to be changed, and the calendar differently arranged, to suit the *actual* date of teaching.

LESSON XI

I. An ceat̄phamad̄ lá tēaḡ te'n m̄i—fín é an lá atá anois againn—an lá **in̄diu**.
 Cao é an lá te'n m̄i atá in̄diu againn? An ceat̄phamad̄ lá tēaḡ.
 Cao é an lá te'n m̄i a b̄i in̄d̄e againn? An t̄pimad̄ lá tēaḡ.
 Cao é an lá te'n m̄i a b̄eir̄ imbáireac̄ againn?
 An cúngead̄ lá tēaḡ.

II. An é seo an ceat̄phamad̄ lá tēaḡ te'n m̄i? 'Sé.
 An é seo an t̄pimad̄ lá tēaḡ te'n m̄i? Ní hé, **is in̄diú a b̄i sé againn**.
 An é seo an cúngead̄ lá tēaḡ te'n m̄i? Ní hé, **is imbáireac̄ a b̄eir̄ sé againn**.

III. An é an ceat̄phamad̄ lá tēaḡ atá in̄diu againn? 'Sé.
 An é an t̄pimad̄ lá tēaḡ é? Ní hé, ac an ceat̄phamad̄ lá tēaḡ.
 An é an t̄pimad̄ lá tēaḡ a b̄i in̄d̄e againn? 'Sé.
 An é an cúngead̄ lá tēaḡ atá in̄diu againn? Ní hé, ac an ceat̄phamad̄ lá tēaḡ.
 An é an cúngead̄ lá tēaḡ a b̄eir̄ imbáireac̄ againn? 'Sé.

IV. CÁT̄OM a b̄i an t̄pimad̄ lá tēaḡ againn? In̄d̄e.
 CÁT̄OM a b̄eir̄ an cúngead̄ lá tēaḡ againn? Imbáireac̄.
 CÁT̄OM a b̄i (or a b̄eir̄) an ceat̄phamad̄ lá tēaḡ againn?
'Sé atá in̄diu againn.

NOTES

II. Observe the exact meaning of these questions, and the force of the answers given.
 III. Contrast with II.
 IV. Notice the emphatic form of answer to 3rd question. What is the reason?

Exercise XXIV

Translate into Irish:—

I°. This is the second day of the month. When had we the first? Yesterday.

2°. To-morrow will be the third. When had we the second? *To-day* is the second.

3°. Is it the third of the month we have to-day? No, but the second.

4°. *Seán* was at the fair yesterday, but he is here to-day.

5°. Lily Quirke will be at school to-morrow, and she will have a purse with¹ a half-crown, and a shilling and a sixpence in it.

6°. May O'Shea will not be there, but Tadhg will. He's a good boy.

7°. Dan Sullivan is not here now, and I don't know when he will be. Do you?

8°. I don't. He was in the college in the city yesterday.

9°. I wonder how he is these days. Is he well?

10°. He will be here to-morrow—then you will know.

Conversation—*Nád* *uileas* (fuaín, fliuc, uisíotállas) *an lá atá inmí agamn?* *Íf* *uileas* (fuaín, fliuc, uisíotállas) *go denimn.*

LESSON XII

I. (a) *Cao é an lá Té'n mí atá inmí agamn?* *An ceathairmeadh lá tóeas.*

Cao é an lá Té'n tseáctínam é? *An céad-daoim.*

(b) *Cao é an lá Té'n tseáctínam a bheró imbáisneac agamn?* *An dár-daoim.*

(c) *Cao é an lá Té'n tseáctínam a bí inmí agamn?* *An inéarct.*

II. **Seáct** *lá* **na Seáctíname**—*An luan, an Máirt, an Céadaoin, an Daraois, an Aoine, an Sathar, an Domháac.*

Abaill *reacht lá* **na Seáctíname.**

III. *Catom a bí an dára lá tóeas té'n mí agamn?* *Actrú inmí.*

Catom a bheró an réamh lá tóeas té'n mí agamn? *Umánóirtear.*

¹ Say *asur*.

INTRODUCTION TO

Catom a bherd an reacátmád lá tdeas agaínn? **DIÁ**
 SÁTÁIRN SEO CÚSÁIMN

Catom a bhi an teicimád lá agaínn? **DIÁ**
 SÁTÁIRN SEO SÁIB TÓRÁIMN.

Catom a bherd an t-oectmád lá tdeas agaínn? **DIÁ**
 TÓRMHAIS REO CÚSÁIMN

Catom a bhi an t-aonimád lá tdeas agaínn? **DIÁ**
 TÓRMHAIS REO SÁIB TÓRÁIMN.

Catom a bhi an naomhád lá agaínn? **DIÁ** h-AOINE
 SEO SÁIB TÓRÁIMN?

Catom a bhi an t-oectmád lá agaínn? **DIARDAOMN**
 SEO SÁIB TÓRÁIMN?

IV.	Nouns	Meitheamh	Túl	Lúghnasa	Adverbs
seacht lá na seachtainne	An Luán	21 28	5 12 19 26	2 9	DIÁ Luáin
	An Máirt	22 29	6 13 20 27	3 10	DIÁ Máirt
	An Céadáoin	23 30	7 14 21 28	4 11	DIÁ Céadáoin
	An Tártáoin	24 1	8 15 22 29	5 12	DIÁ Tártáoin
	An Aoine	25 2	9 16 23 30	6 13	DIÁ h-Aoine
	An Sáthairn	26 3	10 17 24 31	7 14	DIÁ Sáthairn
	An Tórmháis	27 4	11 18 25 1	8 15	DIÁ Tórmháis

NOTES

i. One may explain the meaning of *reacátmáin* in English, pointing out its connection with *reacáit*.

ii. *An Luán*=*Dies Lunae*, Moon-day; *An Máirt*=*Dies Martis*, the Day of Mars; *An Céadáoin*=the first fast-day of the week—an céad aome; *An Tártáoin*, supposed to be “the day between two fasts”—*ΕΔΩΔΑΡ ΤΑΔ ΑΟΙΝΩ*; *An Aoine*=THE fast-day; *An Sáthairn*=*Dies Saturni*, Saturn’s day; *An Tórmháis*=*Dies Dominica*, the Lord’s Day.

iii. Drill the pupils well on the five expressions—*aetrú* inoé, inoé, inoé, imbháireas, umhaoiressa (all adverbs).

iv. The calendar should be drawn up to suit the time at which these lessons are being taught. From this on the pupils should write the date in Irish each day in their Exercise books.

Exercise XXV

Translate into English :—

1°. 'Si an Dáiríarúin a b'eo agamh imbháiread, agus an Dóine umhánoirítear.

2°. Sé an peachtáth lá 'd'ea gaeilge mi a b'eo agamh **Tí a Sataí** reo cùsgainn.

3°. Ói Dóimhíll ó Suillioibhán annro ari fcoit inoé, agus **Tí a h-Dóine** reo gáibh tóirainn.

4°. Níl duine ari b'eo ari fcoit inoíu.

5°. An bhfuil píor agat an mó duine a b'í ann inoé?

6°. Ní fheadar catom a b'eo **Taobh** annro.

Exercise XXVI

Translate into Irish :—

1°. I wonder when will Sile O'Sullivan be here.

2°. She was at the fair last Monday, and she was at school yesterday, and the day before, but where she is to-day I don't know.

3°. The day after to-morrow will be the 16th of the month, and next Sunday will be the 18th.

4°. Do you know when we shall have the 17th? Yes, next Saturday.

5°. I wonder what day of the month will next Monday be.

LESSON XIII

I. *Indiu an ceachtáth lá 'd'ea gaeilge mi.*

Catom a b'eo an t-aonáth lá ari píor agamh?
Seachtain ó indiu.

Catom a b'eo an t-oictáth lá ari píor agamh?
Coigríos ó indiu.

Catom a b'eo an ceachtáth lá 'd'ea gaeilge mi reo cùsgainn agamh? **Trí seachtaine ó indiu,**

Catom a b'eo an taonáth lá 'd'ea gaeilge mi reo cùsgainn agamh? **Ceár seachtaine ó indiu.**

II. *Catom a b'í an peachtáth lá 'd'ea gaeilge mi reo agamh?*
Seachtain is lá indiu.

INTRODUCTION TO

Catoin a b'i an teicimad lâ ari fiéid te'n mi reo gairb
- toirainn agairn? **Coischiobis** iñ lâ inbriu.

Catoin a b'i an tñimad lâ ari fiéid te'n mi
reo gairb toirainn agairn? **Trí seacitmáine** iñ lâ
inbriu.

Catoin a b'i an réimad lâ d'éag te'n mi reo gairb toirainn
agairn? **Ceiche seacitmáine** iñ lâ inbriu.

III. Indé a b'i an tñimad lâ d'éag agairn.

Catoin a b'i an réimad lâ te'n mi reo agairn? **Seacitmáin is lá indé.**

Catoin a b'i an naomad lâ ari fiéid te'n mi reo gairb
- toirainn agairn? **Coischiobis is lá indé.**

Catoin a b'i an dara lâ ari fiéid te'n mi reo gairb
toirainn agairn? **Trí seacitmáine is lá indé.**

Catoin a b'i an cùigead lâ d'éag te'n mi reo gairb
toirainn agairn? **Ceiche seacitmáine is lá indé.**

IV. Catoin a b'er ñ an fiéead lâ te'n mi reo agairn? **Di
Máirt reo cùgairn.**

Catoin a b'er ñ an reacitmád lâ ari fiéid agairn?
Seacitmáin ó'n Máirt seo cùgairn.

Catoin a b'er ñ an tñimad lâ te'n mi reo cùgairn agairn?
Coischiobis ó'n Máirt seo cùgairn.

Catoin a b'er ñ an teicimad lâ d'éag agairn?
Trí seacitmáine ó'n Máirt seo cùgairn.

v. **Imbáiread** a b'er ñ an cùigead lâ d'éag agairn.

Catoin a b'er ñ an dara lâ ari fiéid te'n mi reo agairn?
Seacitmáin ó imbáiread.

Catoin a b'er ñ an naomad lâ ari fiéid te'n mi reo
agairn? **Coischiobis ó imbáiread.**

Catoin a b'er ñ an cùigead lâ te'n mi reo cùgairn
agairn? **Trí seacitmáine ó imbáiread.**

Catoin a b'er ñ an dara lâ d'éag te'n mi reo cùgairn
agairn? **Ceiche seacitmáine ó imbáiread.**

VI. Catoin a b'i an t-oéitmád lâ te'n mi reo agairn? **Diap-
raoin reo gairb toirainn.**

Catoin a b'i an céad lâ te'n mi reo agairn? **Seacitmáin iñ
an dairdraoin reo gairb toirainn.**

Catoin a b'i an ceathramad lâ ari fiéid te'n mi reo gairb
toirainn agairn? **Coischiobis iñ an dairdraoin reo
gairb toirainn.**

Céatáin a b'í an ræactháin lá t'eaġ ve'n mī reo ḡadib
ċorainn aġainn? Tħi ræactħáine iż-żgħid an daxxawin
reo ḡadib ċorainn.

NOTES

I., II. Notice that all these dates are referred to in-**tuu**. Drill the pupils well in the distinction between ræactħáin (etc.), o in-**tuu** and is lá in-**tuu**.

III. These dates are referred to lá in-**tué**.

IV. These are referred *not* to lá in-**tué**, but to an **Máirt seo cùż-**ainn****.

V. These are all referred to **imbáireaċ**.

VI. These are referred *not* to **imbáireaċ**, but to an **Qar-
daon seo ḡadib ċorainn**. We say **seacħ-ħáin** (etc.) iż-żgħid lá in-**tuu** or iż-żgħid lá in-**tué**; but *not* iż-żgħid lá **imbáireaċ**. On the other hand we say ræactħáin (etc.) o in-**tuu** or o **imbáireaċ**, but *not* o **in-**tué****.

Exercise XXVII

Translate into English:—

1°. Bi l-kun ni Ċu ġej għiex u Sile ni Šuillioħ-ħam ann-żgħiex ræactħáine iż-żgħid lá in-**tué**.

2°. Coigħiż-żiżiż o imbáireaċ a ħerid all-paċċiaw lá ari fis-ċiex ve'n mī reo aġainn, għiex ræactħáine o imbáireaċ a ħerid an cūżea d'lä ve'n mī reo cùż-ġainn aġainn.

3°. An ħruu xiex aġaqd an mberd Mārżeu ari r-koċċi ræactħáin o'n-ħadnej reo cùż-ġainn?

4°. Casu ē an lá ve'n mī a ħerid aġainn ċeit-kej ræactħáine o imbáireaċ?

5°. Sé an c'eo lá ve'n mī reo cùż-ġainn a ħerid aġainn coigħiż-żiżiż o'n-n-ħadnej ro cùż-ġainn.

Exercise XXVIII

Translate into Irish:—

1°. When shall we have the 12th of next month? Tomorrow four weeks.

2°. Last Thursday week was the 1st of this month. We

shan't have¹ the 1st of next month till² next Sunday fortnight.

3°. Yesterday fortnight was the 29th of last month, and to-morrow fortnight will be the 29th of this.

4°. I wonder will Séan O'Sullivan be at school this day week; he was there yesterday week.

5°. The day before yesterday was the 12th, and the day after to-morrow will be the 16th.

LESSON XIV

Sgéilín (A Little Story)

A.—DO BÍ Tomář amuig fén ppéir inbé. Bí Caitlin in-aonfeadé leis. DO CUALÓ Tomář in-áirde ari an gceann uball. DO STAIT ré uball ḡ O'ÍC ré é. Annfan do rtais ré an taria n-uball, ḡ DO CAIT ré riop éum Caitlin é, ḡ O'ÍC riop é. Imlair a bí an tā uball fan 17CCE acu DO CROM an gappún ari roinnt eile óisb do STÁTAV, ḡ do CAITÉAVI riop éum Caitlin. DO BAILÍS riop ipteac n-a n-aprún iad. I gclíonn cùis neomataí nó MAR SIN, bí timcheall fíce uball STÁTTE ag Tomář, ḡ BAILÍSTE ipteac ag Caitlin. TÁINIS an gappún anuaf de'n gceann annfan, ḡ O'IMTÍS an beirt acu a baile.

NOTES

Above story taught in connection with a picture. Prepare by question and answer. E.g. An gappún é fín? 'Sead. Cao iñ ainnm dó? Tomář. An gappún iñ fín? Ni head; caitlin iñ ead i. Cao iñ ainnm tí? Caitlin. Cao é an juro é fín? Iñ gceann é. Cao é an juro é fín? Iñ uball é. Gceann uball. Cá ñfuil Tomář? Tá ré in-áirde ari an gceann. The general meaning of each sentence can be taught *directly* with the assistance of gesture, etc. For safety, however, it is better to *translate* the whole story, explaining in detail such phrases as in-áirde, roinnt eile óisb, i gclíonn cùis neomataí. When you are certain that the whole story is clearly understood, it should be repeated until the pupils

¹ ní ñeró . . . ² go utí.

have it by heart. Then you may let them *read* it from the blackboard. Finally, proceed to question them as follows :—

LESSON XV

(*Questions on Story*)

Céirt (f.) = a question ; céirteanna = questions ; rpleasra (m.) = an answer.

Take each sentence separately, and question minutely, e.g. :—

1°. Cia n-é riúd a bí amuis fén rpeir? (Explain briefly the difference between é seo, é sin, é riúd.) An é Tomás a bí ann? An turá a bí ann? Cá RAIÚ ré? An irtis ra tig a bí ré? Achrá inoé a bí ré ann, an ead? An amuis fén rpeir atá Séamur (one of pupils) aonair?

2°. Cia bí in-aonfeáct leir? An Sárrún a bí in-aonfeáct leir? An caitín turá (girl)? An caitín turá (boy)? An paisib (explain briefly, and supply negative) duine aip bít in-aonfeáct le Caitlin? Caitlin, an ead? Sárrún? (Ói Tomás i Caitlin in-aonfeáct a Céile.) An mó duine a bí ann? (Illustrate deirft by pupils in class; contrast tá leabhar, tá bhorca, etc.)

3°. Cao é an juo a Óeim Tomá? (Do éuairó . . . or dul . . .) Aip Óeasgaró (explain) Caitlin in-áitroe ann? (Níor Óeasgaró.) Cao do Óeim ri? (Ó Óeim ri éios ag bun an érainn.) Aip fáil Tomá? Cao aip Óeasgaró ré i n-áitroe? (Do éuairó.) Cao é an rásar eamain a bí ann? Cao a bí ag fáis aip? An paisib juo aip bít ag fáis aip ríeadar na h-ubla? An paisib juo aip bít ag fáis aip ríeadar an Óuilleabair? An paisib Tomá ag fáis aip?

4°. Cao é an céad juo a Óeim ré annan? Óirin é an céad uball? (Ó é.) (Explain ba.) Cao a Óeim ré leir? (E'ite, or t'ite ré é.) Cia it é? Aip it Caitlin é? Aip it Tomá é? Cao a t'ite ré? Cia'cu uball? Aip it ré Caitlin? Aip it ré juo aip bít? Aip it Caitlin Tomá?

5°. Cia ríait an daga h-uball? An é a ríait an céad ceann? An é a t'ite é? An é a t'ite an daga h-uball? Cia it é? An i a t'ite an céad ceann? Aip it éinne (aon duine) é? Aip it éinne an daga h-uball? Aip ríait Caitlin aon

uðall acu? Ár is rí aon ceann acu? Cia'cu ceann? An é Tomáir a rtaid an tðá ceann. An é a ð'is an tðá ceann?

6°. Ár rtaid Tomáir aon uðla eile, feacar an tðá uðall úr? Catoim? Cao a ðeim ré leo? (Explain and contrast with leir.)

7°. Cao do ðeim ríre leo? (Do baileis rí . . . or 1AÓ A ÞAILEIS . . .) Írteasé 'NÁ ÞEAL, an ead? An uthuil aðrún opit-ra? An þaib aðrún ari Caitlín? Ár Tomáir?

8°, 9°. An fada a bì Tomáir in áiþde ari an gceann? (ÁR feadó cùis neomatai.) Cao a ðeim ré annran? Catoim? (1 CIONN cùis neomatai.) An mó uðall a bì rtaidte aige an uairi rín? An mó ceann a bì baileis aig Caitlín? An mó ceann a bì itte aig Tomáir? Aig Caitlín? Cia támis anuas? Ár támis Caitlín anuas? An þaib rí in-áiþde? An þaib Tomáir in-áiþde? Ár fán ré in-áiþde? (Mioi fán, að ari feadó cùis neomatai.) Ár imtig Tomáir a baile? Ár imtig Caitlín? Ár imtig an ðeirft acu?

Exercise XXIX

Answer the above questions on paper.

LESSON XVI

(Same Story—in Future Tense.—Imbáireac)

B.—þeitó Tomáir amuisig fén rpréir **imbáireac**. Þeitó Caitlín in-aonfeadet leir. RASAIO Tomáir in-áiþde ari an gceann uðall. STAIFIO ré uðall, IOSPAO ré é. Annran rtaidþró ré an tðara h-uðall, CAIFIO ré riðr cum Caitlín é, IOPPARIO ré eile. Nuair a Þeitó an tðá uðall rán itte acu, CRONPARIO an gappún ari þoimint eile óioð do STAIFIO do CAIFIO riðr cum Caitlín. BAILEOCAIO ríre írteas n-a h-aðrún iad. CIONN cùis neomatai nô mairi rín, Þeitó timðeall fide uðall rtaidte aig Tomáir  baileis aig Caitlín. IOCFARIO an gappún anuas de'n gceann annran, IMTEOCAIO an ðeirft acu a baile.

Sean-focal—“An té ná Þeitó ciall aige Þeitó cuimhne aige.”

LESSON XVII

Ceirteanna

1°. Cia né riúd a bheir amuiséig féin rpréir imbháipeas? An é Seán a bheir ann? An mipe a bheir ann? Cá mbeir ré? An iarrisg rí a bheir ré? Umanoirítear a bheir ré ann, an ead?

2°. Cia bheir in-aonfeacht leir? Cia'cu cailín nō gárrún a bheir in-aonfeacht leir. An mó cailín a bheir ann? An mó gárrún? An mó duine?

3°. Cao é an iúd a déanfaradh Tomáir? An piasharó Caitlin in-áipre ann? Cao a déanfaradh rí? An bheanfaradh Tomáir éis? An piasharó ré in-áipre?

4°. Cao é an céad iúd eile a déanfaradh ré? An n-ioppard ré é? (ioppard—without ré.) Cia ioppard é? Cia'cu uiball a Ó' ioppard ré?

5°. Cia rtaistíodh an daíra h-uiball? An é a dh' ioppard é? An rtaistíodh Caitlin aon uiball acu? An n-iop faradh rí aon uiball acu? Cia'cu ceann?

6°. Cia rtaistíodh **an éuid eile acau?** Cao a déanfaradh ré leo? Cao a déanfaradh Caitlin?

7°. An fada fánfaradh Tomáir in-áipre ari an gceann? Caoim a éiocfaradh ré anuas? Cao a déanfaradh ré annuas? An piasharó Caitlin in-aonfeacht leir? Cao piasharó an bheirt acu?

Exercise XXX

Answer above questions on paper.

LESSON XVIII

(*The Same Story—in the Habitual Present Tense*)

C.—BÍOMH Tomáir amuiséig féin rpréir **SAC LÁ SA TSEACHT-MAIN.** Bionn Caitlin in-aonfeacht leir. **TÉIGEAMH** Tomáir in-áipre ari an gceann uiball. **STAITEAMH** ré uiball **γ** **ITEAMH**

ré é. Annfhan rtaiteann ré an tara n-uball, γ CÁITÉADH γ ré ríor cum Caitlin é, γ iteann ríre é. Nuair a bionn an tara uball fán itte aeu, CRÓMÁIN an gárrún ari pointe eile tioibh do rtaicadh γ do caiteamh ríor cum Caitlin. BAILÍSÉADH ríre ipteacáid n-a n-aprúin iad. Iséionn cúnig neomataí nó maraí rin, bionn tíméall fiú uball rtaicte ag Tomáir γ bailigte ipteacáid ag Caitlin. TÁSÁIN an gárrún ainiar de'n éann annfhan, γ IMITÍSÉADH an bheirt aeu a baile.

Sean-focail—“ ní BÉONNA an fáid aé MAR a mbéonna an rímaid.”

“ FILLEADH an feall ari an bfeallaire ”

LESSON XIX

Céirteanna

1°. Cá raiibh Tomáir intó? An raiibh ré ann achrá intó? An imberd ré ann imbáirpeacáid? Uimanoirteap? An mbionn ré ann gac lá ra treacátmáin?

2°. An mbionn duine ari bít i n-aonfearct leir? An mbionn lir in-aonfearct leir?

3°. Cao é an céad juro a thimeann ré? Ari théagaird ré in-áitíde intó? An fágaird imbáirpeacáid?

4°. Cao é an tara juro a thimeann ré? Ari rtaicid ré ceann intó? An n-ioppard ré ceann imbáirpeacáid? An n-iteann ré a ÓIREICFEASTA gac lá ra treacátmáin?

5°. Cao a thimeann ré leir an tara n-uball? Ari cait ré aon uball ríor intó? Cao a théanfarb ré imbáirpeacáid?

6°. An n-iteann Tomáir an éirí eile aeu? An n-iteann Caitlin iad? Cao a thimeann ri?

7°. An fada fánann Tomáir in-áitíde? Cao a thimeann ré annfhan? Cia téimeann in-aonfearct leir? Cao a dtéimeann an bheirt?

PROVERB—TÉIMEADH an méanfaid ó thime go duine.

Mar TÉIMEADH an t-éan ó bille go bille.

Exercise XXXI

Answer the above questions on paper.

LESSON XX

I. **Uliadain** (year); **Uliadain**, **Ua Uliadain**, **trí Uliadain**, **ceitíe Uliadain** . . . **react** (8, 9, 10) **mbliadain**.
Miota na Uliadain—**Eanair**, **Feáir**, **Máirta**; **Aibreasán**, **Bealtaine**, **Meiteamh**; **lúl**, **Lúgnasa**, **Meádon** **Fómhair**; **Deireadh Fómhair**, **Mi na Samhna**, **Mi na Nollag**.

II. **Cao iñ ainn do'n mí reo?** **lúl.**
Cao iñ ainn do'n mí reo Cúláinn? **Lúgnasa.**
Cao iñ ainn do'n mí reo Sathb Cúláinn? **Meiteamh.**

III. **An mó lá i mí an lúl?** **An lá Dáithí ari fíordó.**
Is mar sin do sna míosai b seo—**Eanair**, **Máirta**, **Bealtaine**, **lúl**, **Lúgnasa**, **Deireadh Fómhair**, **Mi na Samhna**.

Ní bionn ac Deic Lá ar fíordó iní na miotaibh reo—
Meádon Fómhair, **Aibreasán**, **Meiteamh**, **Mi na Samhna**.

IV. **1 mí na Feáir na ní bionn ac Oíct Lá ar fíordó;** ac
an t-áinm gac aon ceathramhaind Uliadain, **nuair a bionn**
nAOI Lá ar fíordó inní. **Uliadain BÍSÍS** an
Uliadain rím.

V. **An mó lá ra Uliadain?** **Cúig lá iñ trí fíordó ag trí céad**
lá. **mbliadain BíSÍS** bionn ré lá iñ trí
fíordó agur trí céad lá.
An mó lá i mí? **Bionn breis i scuird acu reacar a**
céile. (Illustrate with objects in class.)
An mó SÉAS ÚR ra Uliadain? **Ceitíe reacair—****an T-EARRAÍC**, **an SAMRA**), **an FÓSÍMAR**, **an**
SEIMREADÓ.

Ceírt—Cia'cu mi te'n Uliadain iñ lúgá n-a mbionn
cainnit ag mnáib? **Mi na Feáir—****mar iñ i**
iñ lúgá laeteannata

Imbliadain; **Anuiriú;** **an Uliadain reo Cúláinn.**
Uliadain an taca ro (past); **Uliadain ó'n dtaca ro** (future).

VI. **An reactmád lá Dáithí te Máirta—****rím é lá 'le phontais**
An céad lá te mí na Feáir—**lá 'le Uigíne**

Domhnac Cárta—An lá n-ap ériúis fóra Chríost ó mharbáis.

Céadaoim an Órlait—Spy Wednesday.

Céadaoim an Luaitéig—Ash Wednesday.

Dáirtnaoim Deargábhála—An lá n-ap deasgará fóra Chríost rúar ari neamh.

Domhnac Cingsíre—An lá n-ap cíngearád an Spreagairt na laeth ari na Árptaíil.

Lá Nollag—An lá n-ap rúasád fóra Chríost—an cíngearád lá ari fiáid te m'na Nollag.

An cíngearád lá déag te lúgnaíra—Lá 'le Muire na Bpóisíar.

An cíngearád lá ari fiáid te Máirta—Lá 'le Muire 'fan Earráid. An Cártaí—an daeth lá **Roimh** Domhnac na Cárta.

An t-oícthaid lá te m'na Nollag—Féile na Gormáinna Naoimh san Smál (Feast of the Immaculate Conception).

Exercise XXXII

Íaoiunn (Íaeoirí) = Irish ; reanmóin = a sermon ; reanmóin Íaoiunnne = an Irish sermon ; réipéal = chapel, church ; ari furo = throughout (of space), with genitive ; ari furo na cathrach = throughout the city ; Aifreann = Mass , so 'n an t-Aifreann = to Mass.

Translate into Irish :—

1°. Yesterday was St. Patrick's Day—the 17th of March. We had an Irish sermon in every church throughout the city.

2°. To-morrow week will be the 25th of March. I wonder shall we have an Irish sermon on¹ that day.

3°. On what day did Christ rise from the dead ? Easter Sunday.

4°. On what day was He born ? On Christmas Day.

5°. Do you know if² Tadhg Ó'Shea was in the church last Sunday ? He was.

6°. He goes to Mass every Sunday in the year. That is well.

¹ Simply *an lá rán* (without ari).

² Interrog. particle *an*.

LESSON XXI

Séilín (See Lesson XV)

(Tomáर tells the Story to Kathleen)

D.—DO ḪÍOS amuig fé'n ṙpéisí inoé, a Caitlin DO ḪÍS-SE in-aonfeadct uom. DO ČUAÓAS in-áipre ari an ḫeann uball. DO STÁITÉAS uball ḫ O'ITÉAS é. Annraí do ṙtaítear an ṙara h-uball, ḫ DO ČAÍTEAS riop cùzat-sa é, ḫ O'ITÍS é. Nuair a bí an ṙá uball ṙan itte AΞAÍN, DO ČROMAS ari riomh eile thioe do ṙtaéad ḫ do Čaíteamh riop cùgat. Do ḫAÍLÍS-SÉ ṙteac ad' ariún iad. Igcionn cùig neomataí nō mar ṙin do bí timcheall fiče uball ṙtaíte AΞAM-sa ḫ hailigéte AΞAT-sa. TÁNAÍS anuas de'n ḫeann annraí ḫ O'IMÉIG an ṙeirt AΞAÍN a baile.

LESSON XXII

(Caitlin questions Tomáर.—Suppose Teacher is Caitlin and one of the Pupils, Tomáर)

1°. Cé ṙaibair inoé, a Tomáर? An iptis ṙa rcoil a bí? An ṙaibair amuig fé'n ṙpéisí inoim?

2°. An ṙaib duine ari bít in-aonfeadct leat? ḫappún, an ead? Ciaib' i féin? Mire, an ead? An mó duine bí ann? An mó ḫappún? An mó cailín?

3°. Cao é an céad ṙuio a ḫeimir, a Tomáर? Ari ḫeigear-ra ann? **Cao eile, cao a ḫeimeas?** Ari ṙtaíteir aon uball? Cao a ḫeimir leir? An mire a ḫ'ic é? Ari itear aon ceann? Cia ṙtaít ḫom é? Arib' é ṙin an céad uball a ṙtaíteir? Cia eadé anuas cùgam é? Ari Čaítear-ra aon uball SUAS cùgat-ra?

4°. Ari ṙtaíteir aon uball peadar an ṙá uball ṙan? An mó ceann? Cao a ḫeimir leo?

5°. Cao a ḫeimear-ra leo? An amlaíó a ḫ'itear iad? (Ní h-aṁlaíó.)

6°. Ari ḫanair in-áipre ari an ḫeann? An ṙtánair anuas

annran? An t-áthair-á? CÁD NÁ TAOB? Ár fanaípre-
re ag bun an chéadainn annran? Ár imteigear-á a baile in-aon-
feacht leat?

Exercise XXXIII

Answer above questions on paper.

LESSON XXIII

(Tomáir *questions* Caitlin)

1°. CÁ PÁBÁR INDE, A CAITLIN? AN IRTIS RA RÉIPÉAL A
BÍOL? AN PÁBÁIR-RE IRTIS RA RÉIPÉAL?

2°. CÁ PÁBÁIR, MÁS ÉAD? AN PÁBÁIR IN-AÍRDE ÁR AN
SEPHANN UBALL? AN PÁBÁR-Á?

3°. CÁD É AN CÉAD PUÍD A ÓDEIMEAR? CIA IT AN T-UBALL RAN? ÁR ITIR-RE AON CEANN? CIA'CU CEANN? AN TU A Ó'IT AN
CÉAD CEANN? ÁR IT AOMNNE É? ÁR IT AOMNNE AN TÁPA
IN-UBALL? AN NIPE A Ó'IT É? AN MÉ A RTAÍT É? CIA IT
AN TRÍNIATHA IN-UBALL? AN ÁMHLAÍD A CÁITÉAR RIÓR CÚSGAT-Á? CÁD A
ÓDEIMIR LEIR? ÁR CÁITÍR ÁMHSOS TÁP N-AIR CÚSGAM-Á? AN MÓ CEANN A
Ó'ITÉAR? AN MÓ CEANN A Ó'ITIR-RE? AN MÓ CEANN A Ó'IT
AN ÓDEIMIR AGAÍNN? ÁR FANAÍR IN-AÍRDE ÁR AN SEPHANN? CÁD A
ÓDEIMEAR ANNRA?

Exercise XXXIV

Answer above questions on paper.

LESSON XXIV

(Caitlin tells the Story to Tomáir)

E.—**DO BÍS** emuisg pé'n rpéir inde, a Tomáir. Do bíor-á
i n-aonfeacht leat. **DO CUAÓDAIS** i n-aírde ár an sephann uball.
DO STAÍDIS uball ḡ **DO ÓÍDIS** é. Annran **DO STAÍDIS** an t-áthair
ceann ḡ **DO CUAÍDIS** anuas cúsam-á é, ḡ **DO ÓÍDEAS** é. Nuair a bí
an t-áthair uball ran itte agaínn, **DO CROMAIS** ár pojnt eile bíob
do ríataid ḡ do caitéamh anuas cúsam. **DO BAILÍGÉAS-SA**
ríteacá am' aibhinn iad. Igcionn cúsig neomatai nō marfín do

Bi timcheall píse uball rtaíte agat-fa ḡairigéte agamra. **Τάναis** anuas de'n éíann annran, ḡ O'ímtis an beirt agamh a baile.

LESSON XXV

(Do bi=past tense of tá; do biond=past tense of bionn)

(What happened every Day in the Week LAST YEAR)

F.—DO BÍOD Tomáir amuig féin rpeir gád lá rá treacátmáin anuairidh. DO BÍOD Caitlin in-aonfeacht leir. DO CÉIDEADH SÉ i n-áirde aip an gceann uball. DO STAIÉADH SÉ uball ḡ O'ÍTEADH SÉ é. Annran DO STAIÉADH SÉ an daíra ceann ḡ DO CÁITÉADH SÉ riop cum Caitlin é, ḡ O'ÍTEADH SÍSE é. Nuair a biond an daí uball rán itte acu, DO CROMADH an gappún aip roinnt eile biond do rtaíeadh ḡ do cairteamh riop cum Caitlin. DO BAILEISÉADH ríre ipteac n-a h-appún iad. Iséionn cíuig neomataí nó mar fín do biond timcheall píse uball rtaíte ag Tomáir ḡ bailigéte ag Caitlin. DO CÁSADH Tomáir anuas de'n éíann annran, ḡ O'ÍMTISÉADH an beirt acu a baile.

LESSON XXVI

Céirteanna

1°, 2°. Cár mbioibh Tomáir anuairidh? An mbioibh ré amuig Dia Domhnaigh? An mbioibh ré in' aonair? Cár biond in-aonfeacht leir? ('ná teannta?) An i Mairé a biond 'ná teannta? An mbioibh Caitlin 'ná h-aonair?

3°. Cár a theineadh Tomáir? An dtéideadh Caitlin i n-áirde? Cár eile? An bhranaadh ri iptis rá tig?

4°. Cár a theineadh Tomáir leir an gcead uball? An n-íteadh ré Caitlin? An n-íteadh Caitlin é? An n-íteadh ri aon ní? Cia'cu uball? An mó ceann aip faid a rtaíteadh Tomáir? An mó ceann a rtaíteadh Caitlin? An mó ceann a n-íteadh Tomáir? Caitlin? Cár é an fáid aimsire a bhranaadh ré i n-áirde? Cár a theineadh ré annran? Cár a theineadh Caitlin?

Exercise XXXV

Answer above questions on paper.

LESSON XXVII

(Tomáir *tells the Story* (Lesson XXV) to Caitlin)

DO BÍNNI AMUIÑS FÉIN PRÉIR GÁC LÁ
AMUIÑRÚ, A CAITLIN. DO BÍSTEAD-SA AM'
TEANNTA.

DO CÉIÓINN I N-ÁIRDE ÁRI AN SEIRANN
UBALL.

DO STAIÓNNA UBALL AGUR D'ITINN E
ANNRÁN

DO STAIÓNNA AN DARA CEANN, γ
DO CÁITINN RIOR CÚSGAT-RA E, γ D'ITTEAD E.
NUAIR A BÍOD AN DÁ
UBALL RAN ITTE AGAMN,
DO CROMAINN ÁR POMNT EILE BÍOD DO
RTAÉAD γ DO CÁITÉAM
RIOR CÚSGAT. DO BÁILÍSGTEAD-SA
RTÉAD ÁD' APPÚN IAD.

ÍSCIONN CÚIG NEOMA-
TÁI NÓ MAR RIN DO
BÍOD TIMDEALL RÍCE
UBALL RTAITTE AGAM-RA
 γ BÁILÍSGTE AGAT-RA.

DO TAGAINN ANUAR DE'N CHRANN ANNRA, AGUR
D'IMCÍSINN A BÁILE ÁD' TEANNTA.

LESSON XXVIII

(Caitlin *questions* Tomáir *on above*)

CÁ MBÍTEAD NA LAETEANNTA ÓDO, AMUIÑRÚ, A TOMÁIR? AN
MBÍTEAD ÁT' AONAR? AN MÓ DUINE A BÍOD ÁD' TEANNTA? AN
DTÉRÓTEAD I N-ÁIRDE ÁRI AN SEIRANN? CÁD CUISE? AN
DTÉRÓINN-RE I N-ÁIRDE I N-AONFEADT LEAT? AN MBÍOD AONNE

am' teannta TÍOS? An mbioð aoinne að' teannta-ja TÍAS? An n-ícteá aon uball acu? An tu a Ó'ícteá an da ceann? Cia iteáð an daga ceann? Cia rtaíteáð dom é? An scaitteáð aoinne anuas cùsgam é? An scaitinn-re ruar cùsgat-ra tarp n-air é? An rtaícteá pointt eile bhoib? An n-ícteá iad? An n-íctinn-re iad? Cao eile, cao a ðeiminn leo? An mó ceann ari fad a rtaícteá? An dteiðteá a baile annran? An n-imtiginn-re i n-áon ÓALL? Canad?

Exercise XXXVI

Answer above questions on paper.

LESSON XXIX

(Tomáir *questions* Caitlin)

Cá mbinn na laeteantta úto, a Caitlin? An mbinn am' aonar? An mó duine bhoið am' teannta? An dteiðinn i n-áirde ari an scíann? An dteiðteá-ra? An n-íctinn-re aon ceann de rna h-ublaib? An n-ícteá-ra? Cia rtaíteáð thuit é? Cao a ðeiminn? Cia éaitteáð riðr cùsgat é? Cao a ðeiminn? Cia ðaileigeadh na h-ubla? Cao a ðeinteá? Caoim a Óimtiginn a baile? An n-imtigteá-ra i n-áon Óall? Am teannta-ra an eað?

Exercise XXXVII

Answer above questions on paper.

LESSON XXX

(Caitlin *tells the Story* (Lesson XXV) to Tomáir)

DO ÓÍTEÁ ãmuig fén rpéiþ, a Tomáir. DO ÓÍNN-SE að' teannta.
 DO TÉIÐTEÁ i n-áirde ari an scíann.
 DO STAÍTTEÁ uball, agur
 Ó'ÍCTEÁ é. Annran
 DO STAÍTTEÁ an daga ceann, agur

DO CHAITTEADH ANUAR CÚSGAM-RA E, AGUR 'O'ICHLUINN E.

NUASIR A THIOB AN TÁ

UBALL RAN ICCE AGAINT,

DO CHROMTÁD API RIOMINT EILE THIOB DO

RTAETADH Í DO CHAITTEADH

ANUAR CÚSGAM.

DO CHAITTEADH

TEAC AM' APPUÍN IAD.

DO ÓDALUÍSÍUNN-SE TR-

IGEIONN CÚIG NEOMATAÍ NO THARF RIN,

DO CHASCTÁD ANUAR TE'N CHUANN, AGUR

DO'IMTÍSCTÉADH A BAILE AM' TEANNTA.

LESSON XXXI

(*Genitive Singular of Nouns—1st Declension*)

1°. CORA **AN BÚIRIDH**; ÓA CHAOB **AN BÓCAIR**; API RUÍO **AN BAILL**.

2°. CEANN **AN CHAPALL**;

“ ÓRÍREANN AN TÚCTEAS TRÉ LE RÚILIS **AN CHAIR**.”

3°. 'SÉ “ ÓÚNAÓ **AN DORAS** TRÉIR NA FOGLA ” AGAT E.

4°. CORAC **AN FOÍSMAIR**; HACA **AN FIR** RIN; BRIOS **AN FOCAIL** RIN.

5°. CÁIRPIN **AN CHARSÚIL**; UIRGE **AN CHUIRT**.

“ UIRGE CHUIRT SAN RALANN SAN RÁILLE.”

6°. ROT **AN MUILINN**; CAIRPLEÁN **AN MUILINN**; SRIÁTÓ **AN MUILINN**.

7°. TÓIN **AN PHUILL**; TÁ RÉ AG LIONADH **AN PHINN** DE THUÍB; DO BIOR-RA AG LÉIGEADH **AN PHÁIPÉIR** INNÉ.

8°. CARÓS **AN CHASJAIRT**; GILE **AN CHSOLAS**; BÍLÉ **AN CHSALAINN**.

9°. UIRGE **AN CHOBÁIR**; CHUILLEABHAR **AN CHUIR** RIN.

10°. CLÚDADH **AN LEABHÁIR**; BÁILI **AN LEADHANAI**.

11°. FEASÍ **AN ROCHÁIR**.

12°. TÁ RÉ AG ICCE **AN ARÁIN**; LÁPÍ **AN CHARRAÍ**.

“ NI CHÍRÍGE AN CHÁIN I NUÍOM NA LACÁN

NI CHUPBÉ LÁ 'LE PHÁTHRAIS LÁPÍ **AN CHARRAÍ**.”

NOTES ON METHOD AND GRAMMAR

The aspirable consonants are b, c, t, f, g, m, p, r, t. The first nine sets of phrases contain examples with these initial consonants. It will be noticed that t, t are not aspirated after the article. The meaning of proverbs can be taught briefly in English, and then they can be committed to memory,

and *USED* as occasion offers. *Pictures* and *maps* can be employed, where necessary, to teach such phrases as *ceann an Éapail*, *Sráid an Muilinn*. Observe that *there must be no article before the first noun* when the genitive is *definite* (unless the first noun is accompanied by a demonstrative).

Exercise XXXVIII

Translate into Irish:—

1°. Is there any Irish around these parts? (*Ár fáidh an bhaile seo*).

2°. This cat's eyes are grey.

3°. He was closing the door when I came in (*irteach*).

4°. I like (*ír mait liom*) the beginning of Autumn, because it is neither too hot (*nuis-úrachtach*) nor too cold (*nuis-fuair*).

5°. The water of this field is not as cold as (*cóm fuair le*) the water of the well.

6°. I was in Castlewellan last year, and I shall be in Mill-street next year.

7°. Is there anything at (i) the bottom of the hole? No, but there's a shilling down in the bottom of the well.

8°. The foliage of this bush is very green in the Summer-time.

9°. What is that word at the top of page ninety-three?

10°. St. Patrick's Day is the middle of Spring-time.

LESSON XXXII

(Dative Singular—1st Declension)

1°. Bionn **du** **táobh** **AR** **AN** **mbó****tar**.

2°. " **Sráid** **na** **h-ainmheire** **AR** **Éapall** **na** **tubaistí**."

3°. **Tá** **glair** **AR** **AN** **nDORAS**, **í** **tá** **an** **eocair** **i** **rúil** **an** **glair**.
" *ír leip* **do'n** **dhall** **a** **chéal**."

4°. Cuir **chéapla** **AR** **AN** **bfocal** **san**—" *capall*"

5°. Sé " **fál** **AR** **AN** **nGORT** **tréir** **na** **foighla**" **ag** **sat** **é**.

6°. " **Tá** **an** **rgéal** **ag** **duil** **sa** **muileann** **ópm**."

7°. **Níl** **son** **duibh** **sa** **réann** **ro**.

8°. **Nuaig** **a** **bionn** **tu** **bheoite**, **cuir** **rior** **AR** **AN** **SÁGART**.

9°. " **Ní** **féidir** **éan** **a** **cúir** **amach** **AS** **AN** **útor** **ná** **fuil** **ré** **ann**."

10°. **Cá** **bfuil** **an** **rgilling** **úd**; **tá** **ré** **AR** **AN** **ÚRLÁR**.

NOTES ON METHOD AND GRAMMAR

Once again, Proverbs can be explained briefly in English. Most prepositions with the article eclipse the initial consonant of the noun (in Munster). 'Oo'n and 'oe'n usually aspirate. 'Sa' sometimes aspirates, and sometimes eclipses. Of the simple prepositions, used immediately (without article) before a noun, *san*, *as*, *ar*, *te* and *go* leave the initial consonant unaffected. *In* causes eclipse; *cum* governs the genitive, and does not affect initial consonant.

It should be noticed that, apart from aspiration and eclipse, there are only *two forms* of the noun in the singular of the 1st Declension, viz. the nom. form (which is also dat. and acc.) and the gen. form (which is also voc.). Thus:—

D.A.N. *leabhar*; *fear*; *capall*; *doir*; *muileann*; *poll*.

V.G. *leabhair*; *fír*; *capaill*; *doirí*; *muilinn*; *puill*.

LESSON XXXIII

(*Genitive Singular—2nd Declension*)

1°. *Ní* *dtaitneann* *deanam* **na bróíse** *re* *teat*; *dat* **na billeoíse**.

2°. *Cnáipe* **na casóíse**; *dat* **na caíce**; *báir* **na cluaise** *rim*. “*If* *doic* *te* *fear* *na* *buile* *gur* *é* *réin* *fear* **na céille**.”

3°. “*If* *matrig* *a* *bárttear* *i* *n-am* *an* *anaicé*, ‘*S* *go* *dtaitneann* *an* *grian* *intíaró* **na fearcainne**’.”

4°. *Solat* **na gréine**; *rolat* **na zealaiše**; *foighim* **na 3deoilše** (**3doluinne**).

5°. “*If* *uirírt* *ruineas* *i* *n-aice* **na mine**.” “*Ap* *muim* **na muice**.”

6°. *Tá* *uirge* *ap* *mit* *tíre* *lá* **na páirce**.

7°. *Abair* *reac* *lá* **na seacáinne**.

8°. *Tá* *anm* **na tíre** *re* *i* *n-áit* *ap* *ruid* *an* *domain*.

9°. **lá** **na h-órðóíse**; *bjig* **na h-oibre**.

10°. *Oimic* *ré* *i* *leit* **na láimé** *teirfe*.

Seán-focal—“*Ní* *hé* *lá* *na* *3aoit* *lá* **na** *rsolt*.”

Exercise XXXIX

Translate into Irish (Gaeilge do chui ar an mheána ro) :—

- 1°. I like the make of this shoe—do you?
- 2°. One of the buttons of this coat (ceann de chnaíri na ceartíse reo) is loose (ar bochadh). What a pity!
- 3°. I like the sunshine after the rain.
- 4°. We have sunshine by day (de ro) and moonlight by night (i dt' oíche).
- 5°. I had rather (b' fhearruim) have the meal-bag than the money bag.
- 6°. I was out in the middle of that field yesterday when you came home from school.
- 7°. I don't like going (b' eis ag tuil) to school in the middle of the week.
- 8°. When you come to the college, turn (iomparuisc) to the right.
- 9°. The fame of this country has gone abroad throughout the world.
- 10°. I hurt (do shorpaísear) the top of the thumb of this hand yesterday.

LESSON XXXIV

(Dative Singular—2nd Declension)

- 1°. "Bíonn tá éaoibh **AR AN mbilleoig.**"
- 2°. Ná eoval **AR AN gcluas** riu."
- 3°. Níl aon lóig agam **AR AN nDáirc.**
- 4°. "Má tá teaf **SA ngréin** i fteaf i scéim é." Tá ana-mearg agam **AR AN nDáolúinn.**
- 5°. "Tá ré **AR muin** na muice" aonair
- 6°. Tá péar ag páir **SA párca.** riu amuis.
- 7°. Bíonn Tomáir amuis féin ppéir gáe lá **SA tseadctímain.**
- 8°. "Ceathair rásair gáe lá beit rannacáe,
Ceathair ríannacáe gáe lá beit burde,
Ceathair cailleacáe gáe lá beit manntacáe
Sín dárpeas-ná fuil **SA tír.**"
- 9°. "As **AN obair** a fáctair an foighlinn."
- 10°. "I fhearru éan **AR láim** ná tá éan **AR AN gcráoiú.**"

NOTES

All nouns in this declension are feminine, and all (nom. sing.) end in consonants, but these consonants may be broad or slender. Hence the declension takes two shapes:—

1°. When nom. sing. has *broad* final consonant there will be three forms in the sing. :—

V.A.N. Өրөг; өлуар; Өрөм; 1ām.

G. Өрөгс; өлуарг; Өрөмг; 1āmg.

D. Өрөгс; өлуар; Өрөм; 1ām.

2°. When nom. sing. has *slender* final consonant there will only be two forms:—

V.A.N.D. Өүүн; өйрөг; өөсчтнам; тиң; өвдиг.

G. Өүүнг; өйрөгг; өөсчтнамг; тиңг; өвдиг.

Note the gen. sing. *fem.* of article—н. It does not affect a consonant, but prefixes н- to vowel—Өүүн на **муице**; өйрөг на **һ-óрдóйз**.

LESSON XXXV

(*Genitive Singular—3rd Declension*)

1°. миорг на **блaðnA**; аинн **ан ӨuаcAllA** ғan.

2°. ғaio **an өnámtA** ғan;

3°. Сóирт **an ӨoctúRA**; ғséalta **ӨiarmuðA**.

4°. Өлая **na feola**; өaæt **na folA**.

5°. Өéim **an չučA**; тa өéim **an չučA** үp an riolla torais.

6°. Өvaluite **na móna**; Өlaя **na meðla**.

7°. Өuiaðam **an tseaca** үnðip; “Оrðe **šeaca** үp ғeacað үeit үrtis.”

8°. Сéirto **an tælliúRA**.

9°. Өluad **na haðna**:

“Еírt le fuam **na h-áðna** 7 ғeoðarð tu өreac”

Proverbs (Sean ғocail)—“Comnis an cnám (Accus.) 7 leañfarð an mæda tu.”

“Нioр Өriр ғocail mait ғiacail (Acc.) үnðip.”

“Нa leatgra mæd a feoil (N.) үp a fuil (N.).

‘S үp liomr a mæd a cnám (N.) үp a ғmioř (N.).”

Exercise XL

Sædilg do cùp aip an mBéapta ro :—

- 1°. Some months of the year have more days than others.
- 2°. The Doctor's carriage is at the door.
- 3°. I don't like the taste of this meat.
- 4°. Her cheek (*a teaca*) is as red as (*cónm̄ teaps te*) the colour of blood
- 5°. In this word—*capall*—the stress of the voice is on the first syllable.
- 6°. I prefer (*is fearrf̄ tuom . . . ná*) the smell of the turf to the taste of honey.
- 7°. I prefer a frosty night to a sunny day (*lá ghréine*).
- 8°. The tailor's trade pleases (*caitcheann . . . te*) no one but himself.
- 9°. I like to be out on the river-bank *on a fine sunny day* (*lá bheag ghréine*).
- 10°. Stick to (*coinnis*) the bone and the dog will follow you.

NOTES

In the 3rd Declension we have both masc. and fem. nouns, the former in the Nom. sing. usually ending in *broad*, the latter in *slender* consonants. But names of *males* are masc. e.g. *cáiliúin*, *doctúir*, *buadail*. The only inflection is in the Gen. sing. Thus :—

V.A.N D. 1°. *cnám*; 2°. *doctúir*.
G. *Cnáimh*; *doctúra*.

LESSON XXXVI

(*Dative Singular—3rd Declension*)

- 1°. *Tá tás m̄i v̄eag i mbliadain.*
- 2°. *Nil aon vúil agam sa cnám ro.*
- 3°. “ **A full** a cágann full.”
- 4°. “ *Buaðann an bláðar **ar** an mil.*”
- 5°. *Nil aon bheann airge ñin **ar** sioc ná aip fneacfa.*
- 6°. “ *Nil aon mear **ar** an dtinncéir ac aíz tinncéir eile.*”

7°. **Ó**'**AI**ÉNIGEAP **AR** **A** **Í**UÍT **E**.
 8°. **NÍL** **AON** **BLAÍ** **AR** **AN** **ÚFEOIL** **REO**.
 9°. **CÁD** **E** **AN** **AIMM** **ATÁ** **AR** **AN** **ΔÓLIMN** **RÍN** ?

LESSON XXXVII

(*Genitive Singular—4th Declension*)

1°. **LÁN** **AN** **ÚFOSCA**.
 2°. **FEASÍ** **AN** **ÉCÍSDE**; **ÚDÉ** **AN** **CÁRTA** **RAN**; **AIMM** **AN** **ÉAÍLÍN** **REO**.
 3°. **HÁTA** **AN** **DUINE** **UASAIL** **RÍN**.
 4°. **LEITÉAL** **AN** **ÍFALLA**; **RAN** **AN** **ÍFALLA**.
 5°. **ÚDÉ** **AN** **ÍJÚNA** **RAN**; **FEASÍ** **AN** **ÍJÚNNA**.
 6°. **LÁN** **AN** **ÍMÁLA**.
 7°. **ÚERÓLÍN** **AN** **ÍPÍOBÁIRE**; **POUÍ** **AN** **ÍPÚCA**; **LÁN** **AN** **ÍPÓCA**.
 8°. “**SO** **MALL** **MÍ-ÍAPARÓ** **AP** **NÓR** **NA** **SEILÍDÉ**; **LÁN** **AN** **ÍSEOMRA**.”
 9°. **TOÍSA** **NA** **Í-H-ÁÍTNE**; **LÁP** **NA** **Í-H-ÓÍTCE**; **MOLAO** **NA** **ÍHÓÍZE**;
 “**MOL** **AN** **ÓÍZE** **Í** **ÍTÍOCFARÓ** **RÍ**.”

NOTES

Masc. and fem. nouns in this declension, some ending in vowels, some in consonants. There is no inflection in the singular. Nouns in **in** are masculine.

Exercise XLI

Saedeáil **DO** **Ó**UÍR **AP** **AN** **MÍBÉAPLA** **RO** :—

1°. I have the full of this box of money now, but there was nothing in it yesterday.

2°. The coachman dismounted (**táinig** . . . **anuair**) and went into the house when he was here last Sunday.

3°. I wonder is this that gentleman's hat; it was here on the table when I came in a while ago (**ó** **ÉIÁNDAIB**).

4°. There's a split (**rgonít**) here along the wall from one end of the room to the other (**ó** **CEANN** **CEANN** **AN** **TRÉOMRA**).

5°. The owner of this gun was here the day before yesterday, but he went away to-day.

6°. I should prefer the full of this bag of meal to the full of that purse of money.

7°. I was in Poulaphooka last year. Were you ever (nuamh) there? It is a very pretty spot (áit aon-ðearf iñ eadó é).

8°. There was the full of the room of them there.

9°. This is the man who arrived in the middle of the night. I know him extremely well.

10°. There is quite a difference between (say—ní mair a séinte i n-aon cón) the colour of this card and the colour of that one.

LESSON XXXVIII

(*Genitive Singular—5th Declension*)

1°. Leabhar **an Gheisíearman**.

2°. Órlom **na CÁDÓIREAC**; doírlar **na CEARÚCAN**; doírlar **na CISTINEAC**; cora **na CON**:

“ Iscoirteab **na CON** a bionn a curio.”

3°. Ói an t-airgead aonraian ari ñfhorde **na DÉARNAON** aici.

4°. Tír **FÍCEAD**.

5°. “ Ní dhírige an cnám i nórrom **na FÁCÁN**.

Na gurb é lá 'le pháirtais lári an Earráis.”

6°. 'Si an Sáoluinn teange **na h-ÉIREANN**.

7°. 1 lári **na LASRAC** fán.

8°. “ Céadó **CARAD** caoi **na MÁTHAD**.”

9°. “ Eirt le fuaim **na h-ABHANN** 1 gheobaird tu bhealas.”

10. Do biond ré aonraian coir **na TEINGEAD** do le 10 1 o'oróde fán in **Seimhriú**.

Exercise XLII

1°. Don't *you* believe (ná círeó-re) whatever is not in the judge's book.

2°. Place (buail) your hand on the back of the chair, and move it (airctriú i).

3°. It's in the centre of her (the) palm she has the money.

4°. There were 29 horses (use gen. of **fíce**) at the fair yesterday.

5°. The language of Ireland is a beautiful language (**teange** **úrpeas** áluinn).

6°. I shouldn't like to put my hand (mo lám a cùp) into the midst of that flame.

7°. It's a fine thing (if bheag an fhuad . . .) to be in at the fire on a cold winter day (lá fhuad ghearradh).

NOTES

In the 5th Declension we have both masc. and fem. nouns, some with vocalic, some with consonantal ending, in the Nom. sing. The Gen. sing. always ends in a broad consonant—the ending being either :—

1°. -an (or -n)—teanga, teangán; laca, lacan; cù, con.

2°. -an:—Éire, Éireann; ab, abann.

3°. -ao—caora, caoraó; náma, námaó.

4°. -ao—teime, temeaó. (Also 4th Decl.—gen. teime)

5°. -ac—cataoip, cataoipéad; cataip, cataiac.

The Dat. sing is formed by attenuating Gen.—an becomes an; am > ann or in; ao > aro; ao > aro, or ro (beataro, temiro); ac > aig, iig (but more usually the Nom. form is used: aataoip, cataip, laraip, etc.).

SUMMARY

The following table will help to keep the scheme of Declensions clearly fixed in the mind :—

Gen. Sing.	1 st	2 nd	3 rd	4 th	5 th
	i/	/e	/a	(o)	/broad consonant

That is—in the 1st Declension the final *broad consonant* of the Nom. becomes *slender* in the Gen. (written with an *i* before the final consonant). In the second there is a termination -e *added*; in the 3rd a termination -a is *added*; in the 5th a broad consonant; while in the 4th there is *no inflection* at all [denoted by (o) above].

LESSON XXXIX

(*Nominative Plural of Nouns—All Declensions*)

We have already (in Lesson IX) met the Nom. plur of nouns of the 1st, 2nd, 4th and 5th Declensions. In the 3rd Declension the Nom. pl. ordinarily ends in -a, or (in personal nouns in -oip, -uip) in -i :—

Cleár, cleára; **cáinnteoir, cáinnteoirí;** **dochtúir,**
dochtúirí.

Certain endings (*strong* plurals) occur sporadically through the various Declensions. These are :—

1°. -ta (ta)—*rsgéalta* (1st); *oánta* (1st); *gnóta* (4th).

2°. -te (te)—*móinte, témte* (3rd); *nuigte* (4th); *mitte* (4th); *teinte* (5th, 4th).

3°. -áca—*teitneáca* (2nd) (frequent in 5th).

4°. -anna—*rsgóileanna* (2nd); *oáctanna* (3rd) (frequent in 5th).

5°. -i—*builéasúi* (3rd), (common in 4th and in personal nouns in -óir, -ún in 3rd).

In addition we have irregularly :—

1°. -a or -e added in 1st—*rsgéala, oeoipá, riaca, ubla;*
ódirpae, bónipre.

2°. -e in 5th—*aiúne, gaiúne, caiúroe, náiúrroe.*

3°. Attenuated consonant ending in 5th (same as Dative sing.), *laéam, cómárram.*

In all Declensions in Modern Irish the Accus. (sing. and pl.) is the same as the Nom. (sing. and pl.).

Exercise XLIII

1°. I have three purses here, and in each purse there are three shillings and three sixpences

2°. There are apples growing on this tree; we have 10 apple-trees altogether (*an rao*).

3°. I spent seven weeks there last year, and I'll spend two months there next summer, with the help of God.

4°. Three sixpences and six threepences and two shillings—that's 5s.

5°. I have two cards on each box, three boxes on each table, and five tables altogether in the room—how many cards altogether?

6°. There are seventeen rooms in this house—a fine large house, isn't it?

7°. In each room there are two doors, with a key in each lock—thirty-four keys in all.

8°. There are a lot of schools throughout the country without any Irish in any of them.

9°. There are a great many holy wells throughout Ireland.

10°. There were 327 horses at the fair of Ballinasloe last week.

LESSON XL

(*Genitive Plural—All Declensions*)

In the 1st, 2nd, and 3rd Declensions the Gen. pl. is normally the same in form as the Nom. sing.—*capall* (1), *bróis* (2), *cnám* (3). But nouns with *strong* forms in the Nom. pl. have generally the same forms in the Gen. pl. Hence—*rsealta* (1), *rsoileanna* (2), *rdatanna* (3).

In the 4th Declension the Gen. pl. is normally the same as the Nom. plur. (this being a *strong* form); but occasionally the same as Nom. sing.

In the 5th Declension the Gen. pl. is generally the same as the Gen. sing., but sometimes the same as the Nom. pl.

The Gen. plur. of the article eclipses consonants, and prefixes *n-* to vowels. In the other cases of the plural *ná* does not affect an initial consonant, but prefixes *n-* to a vowel.

LESSON XLI

(*Dat. and Voc. Plur.—All Declensions*)

When the Dat. pl. ends in *-aib* the Voc. will end in *-a*. When the Dat. pl. ends in *-ib* (or *-iv*) the Voc. pl. will be the same as the Nom. pl.

Dat. Pl.

1°. In 1st Decl.—ordinarily in *-aib*, but nouns with *-e* in Nom. pl. will have *-ib* in Dat. :—

Capallaiib, *fearaib*; *anáirib*, *ndáirib*.

2°. In 2nd Decl. the Dat. pl. will be in *-aib* if the Nom. ends in *-a*, in *-ib* if the Nom. ends in *-e* :—

brógaib, *cpaictib*.

3°. In 3rd Decl. the Dat. pl. will end in *-aib* if the Nom. ends in *-a*; in *-ib* if the Nom. ends in *-e* or *i* :—

clearaiib, *táintib*, *cáinnteoirib*.

SUMMARY OF PLURAL DECLENSIONS

1st		2nd	
(a) N.A. <i>Féar.</i>	(b) N.A. <i>Uánúire.</i>	(a) N.A. <i>Uíosá.</i>	(b) <i>Cíntse.</i>
G. <i>Féar.</i>	G. <i>Uánúire.</i>	G. <i>Uíos.</i>	<i>Cínt.</i>
D. <i>Féarúib.</i>	D. <i>Uánúirib.</i>	D. <i>Uíosáib.</i>	<i>Cíntib.</i>
V. <i>Δ Féarla.</i>	V. <i>Δ Uánúire.</i>	V. <i>Δ Uíosá.</i>	<i>Δ Cíntse.</i>
3rd		4th	
(a) N.A. <i>Cnáim.</i>	(b) <i>Cáimteoí.</i>	(a) N.A.V. <i>Uaitse.</i>	(b) <i>Cailíní.</i>
G. <i>Cnáim.</i>	<i>Cáimteoí.</i>	G. "	"
D. <i>Cnáimúib.</i>	<i>Cáimteoíub.</i>	D. <i>Uaitreib.</i>	<i>Cailínib.</i>
V. <i>Δ Cnáim.</i>	<i>Δ Cáimteoí.</i>	V. <i>Δ Uaitse.</i>	<i>Δ Cailín.</i>
5th			
(a) N.A. <i>Cáeloiríeáclá.</i>	(b) <i>Cáíroe.</i>	(c) <i>Cóimírtain.</i>	
G. "	"	Cóimírtain.	
D. <i>Cáeloiríeácláib.</i>	<i>Cáíroeib.</i>	Cóimírtainib.	
V. <i>Δ Cáeloiríeáclá.</i>	<i>Δ Cáíroe.</i>	Cóimírtainib.	
		Δ Cáeloiríeáclá.	<i>Δ Cínt.</i>

4°. As Nom. pl. ends either in -ta, te, or i the Dat. will be in -aib, ib, or ib :—

Snótaib, cíoraitib, caillíb.

5° According as Nom. pl. ends in -a, -e, or a slender consonant the Dat. pl. will be in -aib, ib, or -aib (cf. 1st Decl.):

Cataoiréasai, cártaib, cónaírannai.

LESSON XLII

(Declension of Adjectives)

The *attributive* adjective agrees with its noun in Gender, Number and Case—but *not necessarily in Declension*. The *predicative* adj. is not inflected in Mod. Irish.

For the purpose of declension, adjectives group themselves into four classes—like mór (ending in *broad* consonant—1st Decl.) ; maír (ending in *slender* consonant—2nd Decl.) ; -aímaír (those ending in -aímaír—3rd Decl.) ; fada (those ending in a vowel—4th Decl.). See next page.

LESSON XLIII

(Comparison of Adjectives)

1°. Sean (old)—compar. and superl. : **SINE** :—

Sean-fearaí iŋ ead Séamur—ta rē tří biaidna deag iŋ tří fiéro.

Sean-fearaí iŋ ead Liam, leir—ac níl rē ac deid mbiaidna iŋ tří fiéro. Iŋ ríne Séamur ná Liam.

Cia'cu Séamur ná Liam iŋ ríne? Iŋ ríne Séamur ná é.

Cia'cu tura ná mire iŋ ríne? Pupil—Iŋ ríne tura.

2°. Ós (young)—comp. and superl. : **ÓIGE** :—

Caillín ós iŋ ead Máire—ta rí rē biaidna deag **ÓAIS**.

Caillín ós iŋ ead Lil, leir—níl rí ac óa biaidam deag. Iŋ **ÓIGE** Lil ná Máire.

Cia'cu aca iŋ óige? An óige Máire ná Lil? An óige mire ná tura? Cia'cu agaínn iŋ ríne?

3°. Láidir (strong)—comp. and superl. : **LÁIDRE** :—

Duine láidir iŋ ead mire, ac nílum CÓM láidir le Sampon. Ba **LÁIDRE** Sampon ná mé.

DECLENSION OF ADJECTIVES

1st	2nd	3rd	4th
móir Sing. Masc.— D.A.N. móir V.G. móir	máit V.A.N.D.G. máit	feárlaín V.A.N.D. feárlaín G. feárlaín	feárlaín Like Decl., 3rd Decl., Like Decl.
móir Sing. Fem.— V.A.N. móir G. móir D. móir	máit V.A.N.D. máit G. máit	feárlaín Same as Masc.	feárlaín V.A.N.D. feárlaín G. feárlaín (feárlaín)
móir Pl. M. and F.— V.A.N.D. móir G. móir (or móra)	máit V.A.N.D. máit G. máit (máite)	feárlaín No inflection at all in Sing. or Plural.	feárlaín No inflection at all in Sing. or Plural.

The plural of *te* (hot)=*teo*, and of *feárlaín* (fine)=*feárlaín teo*

Δε τάιμ-ρε ηνος λάιτρε ανοιρ νά ταρι α βιορ. Κια'cu
Τόιναλλ νό Τιαρμυρο ιρ λάιτρε?

4°. Λας (weak)—comp. and superl. : Λαίσε :—

Ηι μαθαρ πο-λάιτριν νυαιρ α βιορ θς ; βιορ Λας γο τατ
αν νατρι ριν.

Βιορ ηι θα Λαίσε γο τόρι νά ταρι ατάιμ ανοιρ.
Τάιμ νιορ λάιτρε ανοιρ νά ταρι α βιορ.

5° Τιαν (strong, vigorous, hard)—comp. and superl. :
Τέμε :—

Το θυατ Σέαν αν θόρτο γο τιαν ; το θυατ Σέαμυρ
έ, τειρ, αε νιορ θυατ ρέ θομ τιαν έ.

(a) Το θυατ Σέαν ηντα Τέμε ε νά ταρι το θυατ
Σέαμυρ έ.

(b) ιρ Τέμε το θυατ Σέαν ε νά ταρι το θυατ
Σέαμαρ έ.

NOTES

Ordinarily the compar. and superl. are the same in form as the Gen. sing. fem. of the adjective *When used with the verb “ιρ” no particle precedes the compar. When used with “τά” or any other verb the particle νιορ precedes the compar. form, or (in past or conditional) ηντα.* Some form of “ιρ” is always used with the superlative—the superlative phrase of English becoming a relative clause in Irish, thus: ιρ ε Σέαμυρ (a) ιρ ρινε.

The compar. and superl. of τε, θρέας are τεο, θρεάστα respectively. Some adjectives have irregular comparison :—

θυατ-έιμ (Positive). Κέιμ θρείσε (Comp.). Σάρ-έιμ (Superl.).

1°. θεας (small).	τύξα.	τύξα.
2°. θοιε (likely).	θοιείσε.	θοιείσε.
3°. άηρο (high).	αοιρτε (άηρτε).	αοιρτε (άηρτε).
4°. ρανα (long).	ρια (ρυντε).	ρια (ρυντε).
5°. ρογυρ (near).	ροιργε.	ροιργε.
6°. ζεαρη (short, near).	ζιορηα.	ζιορηα.
7°. ιονθα (many a).	τια.	τια.
8°. ινατ (quick, e y).	τύιργε (ιναιτε)	τύιργε (ιναιτε).
9°. μινιε (frequent, often).	μιονεα (μινιει).	μιονεα (μινιει).

Buñ-céim (<i>Positive</i>).	Céim Ùreise (<i>Comp.</i>).	Sár-céim (<i>Superl.</i>)
10°. <i>maí</i> (good).	feasra.	feasra.
11°. <i>mór</i> (great).	mór.	mór.
12°. <i>ionmúin</i> (below- ed).	annra (ionmúine).	annra (ionmúine).
13°. <i>otc</i> (bad).	meara.	meara.
14°. <i>te</i> (hot, warm).	teo.	teo.
15°. <i>bréas</i> (fine).	bréas.	bréas.
16°. <i>tréan</i> (strong, brave).	tréire (tréine).	tréire (tréine).
17°. <i>uiribce</i> (easy).	uра.	uра.
18°. <i>cóir</i> (right, just).	córa.	córa.
19°. <i>teacair</i> (dif- ficult).	teacra.	teacra.

Sean-Þocail (*Proverbs*)

- 1°. “ *Ír beag opim bláthas nuaip a bim lán dí.* ”
- 2°. “ *Mí d'oidíse aoinmíó ná an bréas do meall tu.* ”
- 3°. “ *Mí h-aoríodh do éirí ná do élá.* ”
- 4°. “ *Mí ria níctír leat ná mar ír toil le Dia.* ”
- 5°. “ *Ír giosra (oo) duine cabair Dé ná an doras.* ”
- 6°. “ *Mí lia ceann ná céadharó.* ”
- 7°. “ *Ír túnse tíosaltar Dé ná an diaibhl.* ”
- 8°. { “ *Ír feasra ciall céannaig ná an dá céill a múntear.* ”
“ *Ír feasra leir riúd órlaéid dá toil fém aige ná bann-
láma dá leab.* ” }
- 9°. “ *Mí meara Cáit ná Conchubair.* ”
- 10°. “ *Ír tréire d'úctear ná oileamhaint.* ”
- 11°. “ *Ír uра d'ui ipteac iotis an Rí ná teadct ar.* ”
- 12°. “ *Ír annra coir ná cóir le duine dána* ”

Exercise XLIV

Seoláinn do éirí ar an mbéarla ro :—

- 1°. When you were twenty years of age I was much younger than I am now.
- 2°. James is the older of the two and Seán the younger.
- 3°. I was strong r than you (at) that time.

4°. That is the smallest piece (*piora*) of money *you* ever had.

5°. I am bad, but you are much worse.

6°. I much prefer Irish to English, don't *you*?

7°. It is easier for a camel to go through the eye of a needle than for a rich man to enter the Kingdom of Heaven.

8°. The fire is much hotter now than it was when I came in.

9°. No sooner did I go up the tree than I plucked the apple and ate it.

10°. The help of God is nearer than the door,

LESSON XLIV

(*Genitive Sing. of Personal Pronouns*)

1°. *me* (Nom. Accus.) ; Gen. *mo* (aspirates initial of governing noun—which follows it) ; *míre* (N.A.) ; Gen. *mo* . . . *-ra* (-re) :—

Míre *Seapóir* ó *Nualláin* ; *tá* *leabhar* *agat-ra*,
ac *ní* *né* *mo* *leabhar-ra* *é*. *Tá* *nata* *agam-ra*, *γ* *ír* *é* *mo*
nata *réim* *é*.

2°. *Tú* (N.A.) ; Gen. *to* (aspirates) ; *túra* (N.A.) ; Gen. *to* . . . *-ra* (-re) :—

Tá *nata* *agam-ra*, *ac* *ní* *né* *to* *nata-sa* *é*
Tá *leabhar* *agat-ra*, *γ* *ír* *é* *to* *leabhar* *réim* *é*.

3°. *Sé*, *é* (N.A.) ; Gen. *a* (aspirates) ; *reirean*, *eirean* (N.A.) ; Gen. *a* . . . *fan* (*pean*, *fin*) :—

Sin *é* *Táos* ó *Seagóir* ; *tá* *ré* *as* *an* *noíorp*, *γ* *tá*
leabhar *agé* *γ* *ír* *é* *a* *leabhar* *réim* *é*.

Sin *é* *Oímnáil* ó *Súilíobháin* ; *ní* *né* *a* *leabhar-*
san *atá* *as* *Táos*.

4°. *Si*, *i* (N.A.) ; Gen. *a* (does not affect consonant, but prefixes *h-* to a vowel) ; *ripe*, *íre* (N.A.) ; Gen. *a* . . . *re* (*fin*, *fan*) :—

Sír *i* *Máire* *ní* *Seagóir* ; *tá* *ri* *as* *an* *úfumneoir*, *γ*
tá *peann* (*eocair*) *aisci*, *γ* *ír* *é* *a* *peann* *réim* *é* (*a*
h-eocair *réim*)

Sin *i* *Lil* *ní* *Cuirpe* ; *ní* *né* *a* *peann* *san* *atá* *as*
Máire.

NOTES

Observe that the emphatic particles are not attached directly to the Gen. of the pronouns, but added *after the noun*. *Mo teabhar-ra* means *my book*—not that of *some* other person; *mo teabhar féin* means *my book*—not that of *anybody* else. The Gen. of these pronouns always *precedes* the governing noun.

LESSON XLV

(*Nom. and Acc. Plural of Personal Pronouns*)

1°. Míre γ Táðs—ír S1inne atá annro ag an gcláirous.

2°. A Máipe γ a Líl—ír S1ð-SE atá annran ag an ndoimur.
An rinne atá ann? Ni S1ð.

An riðre atá annro ag an gcláirous? Ni S1nn.

An rinne atá annro a Táðs? Ír rinn.

3°. Ósinnall γ Séamur ír 1Að SÁN atá ra cùmne. Nac 1Að? Ír 1Að.

An 1að atá ag an ndoimur, a Líl γ a Máipe? Ni h-1að, ac S1inne.

An 1að atá ag an gcláirous? Ni h-1að, ac S1ð-SE.

4°. So with verbs:—

1°. Táimio-ne.

2°. Tá rið-re (táðaoi-re).

3°. Táð riðo ran.

Exercise XLV

Seo lúinn do cùp ari an mBéarla ro:—

1°. Thomas and Kathleen, was (say IS in Irish) it you who were eating the apples yesterday? Yes.

2°. Where did you go when Thomas came down from the tree? Thomas went off home and I went along with him.

3°. Was it you and I, Tadhg, who were at the blackboard yesterday? Yes.

4°. Irish is your own language.

5°. You plucked the apples and we ate them.

6°. When we came down, you went up.

7°. We have both English and Irish, but *ye* have nothing but English.

8°. Was it *they* who were here yesterday? No, but *we*. *They* were here the day before.

9°. This is Domhnall O'Sullivan here at the window.

10°. Has he a book? Yes. It is not yours, but his own.

LESSON XLVI

(*Gen. Pl. of Personal Pronouns*)

1°. *Sinn* (N.A.)—Gen. *áip* (eclipses consonant, prefixes n- to vowel); *binne* (N.A.)—Gen. *áip* (before noun) . . . -ne (or -na, after noun):—

ÁR *U-ATÁIR* *atá* *áip* *neamh* . . .

'Si *an* *Šaolunn* ÁR *OTÉANGA-NA*; *is* *é* *an* *beápla* *úur* (2°) *OTÉANGA-SA*.

2°. *Sib* (N.A.)—Gen. *úip* (eclipses consonant, prefixes n- to vowel); *rib-re* (N.A.)—Gen. *úip* (before noun) . . . -ra (re) after noun:—

Sé *an* *beápla* *úur* *OTÉANGA-SA*, *ac* *is* *i* *an* *Šaolunn* ÁR *OTÉANGA-NA*.

3°. *tao* (N.A.)—Gen. *a* (eclipses consonant, prefixes n- to vowel); *tao-ran* (N.A.)—Gen. *a* (before noun) . . . -ran (ran—after noun):—

Is *binne* *í* *is* *bréagha* ÁR *OTÉANGA-NA* *na* *a* *OTÉANGA-SAN*.

LESSON XLVII

(*Dat. Sing. and Plur. of Personal Pronouns*)

We have already met the forms *aip*, *uip*, *re*, *füip*, and the complete paradigm *agam-ra*, *agat-ra*, *age* *rin*, *aici* *rin*, *againne*, *agairb-re*, *acu-ran*. Also *ann*, *innti*, *cuige*, *cúici*, *cúgáinn*. The various prepositions combine with the personal pronouns as follows:—

1°. *Ag* (see above; these are the emphatic forms; when no emphasis is implied drop the emphatic particles).

2°. *Áip*=on, upon.

<i>Singular.</i>		<i>Plural.</i>	
1.	Ófáin-řa.	1.	Ófáinne (=ófáinn-ne).
2.	Ófáit-řa.	2.	Ófáinib-ře.
3. (m.)	Ófáit-rean (řin).	3. (m. and f.)	Ófáitá-řan.
(f.)	Ófáití-ře (řin).		
3°. <i>Ar</i> (a)=out of.		4°. <i>Do</i> =to, for.	
1.	Ófram-řa.	1.	Óframne (=óframn-ne).
2.	Ófrat-řa.	2.	Ófratib-ře.
3. (m.)	Ófrat ſan.	3. (m. and f.)	Ófrata ſan.
(f.)	Ófrati ſin.		
5°. <i>De</i> =from, off.		6°. <i>Cum</i> =to, toward.	
1.	Óiom-řa.	1.	Óinn-ne.
2.	Óiot-řa.	2.	Óib-ře.
3. (m.)	Ói ſan.	3. (m. and f.)	Óiob-řan.
(f.)	Óire.		
7°. <i>Toir</i> =between (governs Accus. in the Sing.).		8°. <i>In</i> =in (in the sense of "into" it governs Accus.).	
1.	Éadófram-řa.	1.	Éadófrainne (=éadóframn-ne).
2.	Éadófrat-řa.	2.	Éadófratib-ře.
3. (m.)	Éadófrige ſin.	3. (m. and f.)	Éadófrá-řan.
(f.)	Éadófrí-ře (řin).		
9°. <i>Fé</i> (fá, fó, fáoi)=under.		10°. <i>Fán</i> =	
1.	Fáum-řa.	1.	Fáinne (=fáinn-ne).
2.	Fáit-řa.	2.	Fáitib-ře.

INTRODUCTION TO

	<i>Singular.</i>	<i>Plural.</i>
3. (m.)	þé <i>rín</i> (þaor <i>rín</i>). (f.) þúrči- <i>re</i> (<i>rín</i>).	3. (m. and f.) þúča <i>rán</i> .

10°. *Le*=with.

1.	liom- <i>ra</i> .	1.	linne (=linn-ne).
2.	leat- <i>ra</i> .	2.	lub- <i>re</i> .
3. (m.)	leip <i>rín</i> . (f.) lei- <i>re</i> (<i>rín</i>).	3. (m. and f.) leo <i>rán</i> .	

11°. *O*=from.

1.	uðim- <i>re</i> .	1.	uðinne (=uðinn-ne)
2.	uðit- <i>re</i> .	2.	uðib- <i>re</i> .
3. (m.)	uðið <i>rín</i> . (f.) uðiči- <i>re</i> (<i>rín</i>).	3. (m. and f.) uðča <i>rán</i> .	

12°. *Róim* (*þoimír*)=before.

1.	Róimam- <i>ra</i> .	1.	Róiminne (=rómánn-ne).
2.	Róimat- <i>ra</i> .	2.	Róimib- <i>re</i> .
3. (m.)	Róime <i>rín</i> (<i>þoimír</i>). (f.) Róimpi- <i>re</i> (<i>rín</i>).	3. (m. and f.) Rómpa <i>rán</i> .	

13°. *Seac*=besides.

1.	Seacáim- <i>ra</i> .	1.	Seacáinne (=reasáinn-ne).
2.	Seacáat- <i>ra</i> .	2.	Seacáib- <i>re</i> .
3. (m.)	Seacé (é). (f.) Seacé (í).	3. (m. and f.) Seacá- <i>rán</i> .	

14°. *Tápi*=beyond, past.

1.	Tápiim- <i>ra</i> .	1.	Tápiinne (=éairínn-ne).
2.	Tápit- <i>ra</i> .	2.	Tápitib- <i>re</i> .
3. (m.)	Tápiur <i>rín</i> . (f.) Tápiúti- <i>re</i> (<i>rín</i>).	3. (m. and f.) Tápitá <i>rán</i> .	

15°. *Tré*=through.

1.	Tréim- <i>ra</i> .	1.	Tréinne (=trénn-ne).
2.	Tréot- <i>ra</i> .	2.	Tréib- <i>re</i> .
3. (m.)	Tréo <i>rín</i> . (f.) Tréúti- <i>re</i> (<i>rín</i>).	3. (m. and f.) Tréča <i>rán</i> .	

16°. *Um* (*um*)=around, about.

1.	Umam- <i>ra</i> .	1.	Umáinne (=umánn-ne)
2.	Umat- <i>ra</i> .	2.	Umáib- <i>re</i> .
3. (m.)	Umo <i>rín</i> . (f.) Umpí- <i>re</i> (<i>rín</i>).	3. (m. and f.) Umá- <i>rán</i> .	

LESSON XLVIII

(Imperative Mood, and Verbal Noun (Accus. and Dat.))

A.—IMPERATIVE (2nd sing.).

Δ **Tomáir.** 1. TÉIRÍS in-áipre ari an gceann uiball rian.
 2. STAÍT ceann te rna h-uiblaib
 3. 1C e.
 4. STAÍT ceann eile
 5. CAÍT anuas cum Caitlin e.
 6. 1C-re e, a Caitlin
 7. STAÍT riomh eile acu anoir, a Tomáir.
 8. CAÍT anuas cum Caitlin iad.
 9. BAILEIS-re, a Caitlin, ipteac at' aibhún iad.
 10. CAIR anuas de'n ériann anoir, a Tomáir.
 11. IMCÉIS a baile i n-aonfheadt le Caitlin.
 12. BÍ anro aipir imbáirpead.

B.—VERBAL NOUN.—Cao e riúd **ՃԱԽԱՐԾ** ? Ծաբար

Le **Tomás.** 1a. OUL in-áipre ari an gceann uiball
 2a. ceann de sná h-uiblaib a STÁT að.
 3a. E 1'ite.
 4a. ceann eile DO STÁT að
 5a. E (DO) CAÍTEAMÍ ANUAS cum Caitlin.
 6a. E 1'ite.
 7a. RIOMH eile acu DO STÁT að
 8a. IAD DO CAÍTEAMÍ ANUAS cum Caitlin.
 9a. IAD DO BAILEÍN ipteac n-a h-aibhún.
 10a. TEACHT anuas de'n ériann
 11a. IMCÉADCT a baile i n-aonfheadt le Caitlin.
 12a. BEIT anro aipir imbáirpead

C.—IMPERATIVE MOOD (2nd. sing.).

Δ **Caitlin.** 1°. ÉIRÍS ro' ríearamh anroan.
 2°. CÚIR DO LÁM ipteac at' þóca.
 3°. TÓS AMAC DO ÞEAMN
 4°. FAIS BLAINE PÁIPÉIR

INTRODUCTION TO

- 5°. SUÍÓ ÆP AN SEACÁOIPI REO AG AN TÓBÓRTO
- 6°. OSCAIL DO LEABHAR
- 7°. LÉIS AN CEACHT RO.
- 8°. SCRÍOBH É ANOIR.
- 9°. ÓÐÚN AN LEABHAR
- 10°. BEIR ÍREIM AR DO ÉAIRÍN IR DO MÁLA
- 11°. BUAIL ÁMADC FÉN RÉIRE, ḡ
- 12°. IMTEÍS LEAT A BAILE.
- 13°. BÍ ANURO AIRÍR IMBÁIRPEAD.

D.—VERBAL NOUN.—CAO É RIÚN A TÓBÁRÍT LEAT, A TÉARÓS?

C.—TÓBÁRÍT LIOM—

- 1a. ÉIRÍSE ÁM' PEASAM
- 2a. MO LÁINÍA CÚR ÍRTÉACHT ÁM' RÓCA
- 3a. MO PEASUÍDO TÓGAIMT ÁMADC.
- 4a. BLÍNIRE PÁIPÉIR Ó'FÁSÁIL
- 5a. SUÍÓE ÆP AN SEACÁOIPI REO AG AN TÓBÓRTO
- 6a. MO LEABHAR Ó'OSCAILT
- 7a. AN CEACHT SO DO LÉISÉADÓ
- 8a. É (DO) SCRÍOBHADÓ.
- 9a. AN LEABHAR DO ÓÐÚNAÓ
- 10a. ÍREIM DO ÓIREIT AR MO ÉAIRÍN IR
MO MÁLA
- 11a. BUAILADÓ ÁMADC FÉN RÉIRE
- 12a. IMTEACHT LIOM A BAILE.
- 13a. ÓIREIT ANURO AIRÍR IMBÁIRPEAD.

NOTES

Train students to observe the difference between phrases like *teat* *anuas*, and phrases like *é o'ite*. In the former the verbal noun is Accus. governed (in the Lesson) by *tóbárit* (*tóbáráit*). In the latter the verbal noun is Dat. governed by the preposition (expressed or understood), while the whole verbal noun phrase is the direct object of *teat*, etc.

The verbal noun is frequently SUBJECT NOM. to the verb *is*.

Seán-focal—"NÁ ÓEILÍ ÉAIRÍDAR MUNAD É DO LEAP É."
CAO ÓEIRÍ AN PEAN FOCAL? **SEAN CARADAS A**
ÓÉANADAM MUNAD É DO LEAP É.

Exercise XLVI

Seo tuimh do chur ari an mBéarla ro :—

1°. I told William yesterday to come into school to-day and sit down and read his lesson.

2°. I should like to be out in the open air on a fine, sunny day.

3°. I wonder would you like (a mait teat) to come home along with me.

4°. Tell him to eat his breakfast, put the books into his bag, and be off to school.

5°. Did you tell her to gather the others into the school? I did.

6°. I should prefer to take out my book and read it here in the open air.

7°. Tell Tadhg to write that letter to (cum) Mary and put it on the table.

8°. Did I not (ná) tell you to get your pencil and write this lesson in your book?

9°. Séan told Séamus to stand up, put his hand in his pocket, and take out his purse.

10°. I told Dan Sullivan to take his cap and bag and go away home.

LESSON XLIX

(*Plural of Past Tense*)

1°. Tomáir i Míre—DO BÍOMAIR amuis féin rréir moé.

A lir, i a Míre—Ir ixtis ra tis a BÍOBÁIR-re.

Séan i Séamus—BÍOTÁIR-SAIL ixtis 'n bup tceannta.

2°. A Tomáir, an rabhamair-ne ixtis ra tis? NÍ RABHAMAM

An rabhamair amuis féin rréir? (DO) BÍOMAIR.

3°. Siub-re, a lir i a Míre—an RABHÁIR ixtis ra tis? DO BÍOMAIR.

An RABHÁIR-ne? NÍ RABHÁIR.

An RABHÁIR amuis féin rréir? DO BÍOBÁIR.

4°. AN RABADAIR-SAN (Seán γ Séamur) amuig fé'n rréip?
NI RABADAIR.

AN RABADAIR iptis ra tis? DO BÍODAR.

5°. AR STAÍTEAMAIIR aon ubla? DO STAÍTEABAIIR.
AR STAÍTEABAIIR-SE? NIOR STAÍTEAMAIIR.
AR ITÉABAIIR aon ceann tioib? O'ITÉAMAIIR, etc.,
etc.

LESSON L

(*Plural of Future Tense*)

1. Tomář γ Míre—beimír amuig fé'n rréip imbáipeac

RAÍSÍMÍD in-áipde aip an gceann uball,
STAÍTEPÍMÍD iomint te rna h-ublaib,
ÍOSFAÍMÍD iat,
CAITÉPÍMÍD eudo tioib ríor cum Caitlin, γ Líl,
TIOCFAÍMÍD anuap te'n ériann annpan,
BAILEOCAÍMÍD na h-ubla ipteac i gceiréan,
IMTEOCAÍMÍD a baile i tteannta céile.

2°. A Líl γ a Caitlin, ead a téanfaímír (Tomář γ míre)
i mbáipeac?

BEIRÍ SIÚ amuig fé'n rréip,
RAÍSAÍD SIÚ i n-áipde aip an gceann uball,
STAÍTEPÍD SIÚ iomint te rna h-ublaib,
ÍOSFAÍD SIÚ iat,
CAITÉPÍD SIÚ eudo tioib anuap éuiseinne,
TIOCFAÍD SIÚ anuap te'n ériann,
BAILEOCAÍD SIÚ na h-ubla ipteac i gceiréan,
IMTEOCAÍD SIÚ a baile n-ápi tteannta.

3°. Caitlin questions Líl—a Líl, ead a téanfarád (Géaróid)
γ Tomář imbáipeac?

BEIRÍ SIAD amuig fé'n rréip,
RAÍSAÍD SIAD i n-áipde aip an gceann uball,
STAÍTEPÍD SIAD iomint te rna h-ublaib,
ÍOSFAÍD SIAD iat,
CAITÉPÍD SIAD eudo tioib anuap éuiseinne,
TIOCFAÍD SIAD anuap te'n ériann,
BAILEOCAÍD SIAD na h-ubla ipteac i gceiréan,
IMTEOCAÍD SIAD a baile n-ápi tteannta.

LESSON LI

(Plural of Present Tense)

1°. Míre γ Tomář—

BÍMÍD ÆMUIÙS FÉ'N RPÉIR GAC LÁ RA TRÉACHTMÁIN
 TÉIGÍMÍD I N-ÁIPDE API AN GEPANN UBALL,
 STAÍTMÍD RIOMNT DE RNA H-UBLAIB,
 ITÍMÍD IAD,
 CAITÍMÍD CURO DÍOB RIOP CUM CAITLÍN γ LÍL,
 TAGAÍMÍD ANUAF DE'N ÆPANN ANNPHAN,
 BAILEÍGÍMÍD NA H-UBLA RPTEAC I GEPREÁN,
 IMTÍGÍMÍD A BAILE I ÓTEANNTA CAITLÍN γ LÍL.

2°. A LÍL γ A CAITLÍN, CAD A ÓEIMÍD (MÍRE γ TOMÁŘ) GAC LÁ?

BÍOMÍN SÍB ÆMUIÙS FÉ'N RPÉIR,
 TÉIGÉANN SÍB I N-ÁIPDE API AN GEPANN UBALL,
 STAÍTEANN SÍB RIOMNT DE RNA H-UBLAIB,
 ITÉANN SÍB IAD,
 CAITÉANN SÍB CURO DÍOB ANUAF CÚGAINNE
 TAGAÍNN SÍB ANUAF DE'N ÆPANN ANNPHAN,
 BAILEÍGÉANN SÍB NA H-UBLA RPTEAC I GEPREÁN.
 IMTÍGÉANN SÍB A BAILE 'N-ÁP ÓTEANNTA.

3°. LÍL QUESTIONS CAITLÍN—A CAITLÍN, CAD A ÓEIMÍD RIAD RNA
 GAC LÁ?

BÍD SÍAD ÆMUIÙS FÉ'N RPÉIR,
 TÉIGÍD SÍAD I N-ÁIPDE API AN GEPANN UBALL,
 STAÍTÍD SÍAD RIOMNT DE RNA H-UBLAIB,
 ITÍD SÍAD IAD,
 CAITÍD SÍAD CURO DÍOB ANUAF CÚGAINNE,
 TAGAÍD SÍAD ANUAF DE'N ÆPANN ANNPHAN,
 BAILEÍGÍD SÍAD NA H-UBLA RPTEAC I GEPREÁN,
 IMTÍGÍD SÍAD A BAILE 'N-ÁP ÓTEANNTA.

SEAN-FOCAIL—“MÍ CÓTÚIÙSÍD NA RPÉITHE NA RPÁITHE.”

“MUAIR A TROIÓID NA RÁTAIS ÍP NI AN
 T-ABAC.”

LESSON LII

(Plural of Imperfect Tense)

1º. Míre γ Tomář—

DO ÚIMÍS amuig fé'n rréip,
 DO TÉISÍS i n-áiproe ari an gceann uðall,
 DO STAITÍMÍS riomh tē' rna n-ublaib,
 O'ITÍMÍS iad,
 DO CÁITÍMÍS euro tioib ríor éum Caitlin γ Líl,
 DO TÁGAMÍS anuap tē'n ériann amhran,
 DO ÚAILÍSÍMÍS na n-ubla iptead i gceiréan,
 O'IMTÍSÍMÍS a baile roteamta Caitlin γ Líl.

2º. A Caitlin γ a Líl, cao a Úemimír (míre γ Tomář) anuiríod?

DO ÚÍOÚ SÍB amuig fé'n rréip,
 DO TÉISÉAÚ SÍB i n-áiproe ari an gceann uðall,
 DO STAITÉAÚ SÍB riomh tē' rna n-ublaib,
 O'ITÉAÚ SÍB iad,
 DO CÁITÉAÚ SÍB euro tioib anuap éúgáinne,
 DO TÁGÁAÚ SÍB anuap tē'n ériann amhran,
 DO ÚAILÍSÉAÚ SÍB na n-ubla iptead i gceiréan,
 O'IMTÍSÉAÚ SÍB a baile 'n-ápi roteamta.

3º. Líl questions Caitlin.—A Caitlin, cao AÓ eimíos síb anuiríod?

DO ÚÍOÍS amuig fé'n rréip
 DO TÉISÍOÍS i n-áiproe ari an gceann uðall,
 DO STAITÍOÍS riomh tē' rna n-ublaib,
 O'ITÍOÍS iad,
 DO CÁITÍOÍS euro tioib anuap éúgáinne,
 DO TÁGÁIÓÍS anuap tē'n ériann amhran,
 DO ÚAILÍSÍOÍS na n-ubla iptead i gceiréan,
 O'IMTÍSÍOÍS a baile 'n-ápi roteamta.

LESSON LIII

(Conditional—3rd Sing.)

Ó dá mbeadh lá bheag ann m'fhiu (aé níl) **do bheadh** Tomář amuig
f'éin ghréir.
do rágadh sé i n-áirde ari an gceann uiball.
do staitfeadh sé ceann de rna h-uibhlis, 7
o'iospád sé é. Annraí
do staitfeadh sé an tairis h-uiball, 7
do caitfeadh sé ríor cum Caitlin é, 7
o'iospád síse é.
do crompád an gairrún ari foinint eile thíobh a gtaeach, etc.
do báileocád Caitlin ipteac n-a h-aprúin iad.
do tiocefád Tomář anuas i gceionn cúig neomataí nó mar
rín, 7
o'imteocád an bheirt acau a báile.

LESSON LIV

(Conditional—1st Pers. Sing.)

Tomář tells the story :—

Ó dá mbeadh an lá m'fhiu go bheag (aé níl)—
do benní amuig f'éin ghréir,
do rágáinn i n-áirde ari an gceann uiball,
do staitfínn ceann de rna h-uibhlis,
o'iospáinn é.
do staitfínn an tairis h-uiball,
do caitfínn ríor cum Caitlin é; annraí
do crompáinn ari foinint eile thíobh do gtaeach, etc.
 1gceionn cúig neomataí nó mar rín
do tiocefáinn anuas de'n éirinn,
do báileocáinn na h-uibla ipteac i gceiréan,
o'imteocáinn a báile ro teannta Caitlin.

LESSON LV

(Conditional—2nd Pers. Sing.)

Caitlin tells the story to Tomáir :—

Á Tomáir, tá mbeadh an lá moiu seo bheag (aé níl)—
 DO ÚRTEADAMHIS Féin rphéir,
 DO RÁSFAID Í n-áirde ari an gceann uaball,
 DO STAITFAID ceann de rna h-uablaib,
 D'ÍOSFAID é,
 DO STAITFAID an tara h-uaball,
 DO CÁITFAID anuas éigiam-ra é,
 DO CRONFAID ari pointe óiobh do rtaeach, ghl.,
 Isceonn cíos neomataí ná mar rím
 DO TÍOCFAID anuas de'n éirann,
 DO BAILEOCTAID na h-uabla iptimeas i gceiréan,
 D'IMTEOCTAID a baile im' teannnta.

LESSON LVI

(Conditional—1st Pers. Plur.)

Tá mbeadh an lá moiu seo bheag (aé níl)—
 DO ÚRTEADAMHIS (Tomáir ag mire) amuis féin rphéir,
 DO RÁSFAID Í n-áirde ari an gceann uaball,
 DO STAITFAIDIMHS pointe de rna h-uablaib,
 D'ÍOSFAIDIMHS iad,
 DO STAITFAIDIMHS pointe óiobh,
 DO CÁITFAIDIMHS riord éum Caitlin ag lir iad,
 DO CRONFAIDIMHS ari a chille óiobh do rtaeach, ghl.,
 DO TÍOCFAIDIMHS anuas de'n éirann,
 DO BAILEOCTAIDIMHS na h-uabla iptimeas i gceiréan,
 D'IMTEOCTAIDIMHS a baile i teannnta Caitlin ag lir.

LESSON LVII

(Conditional—2nd Pers. Plur.)

Caitlin and Lil tell the story to Gearóid and Tomář :—

Órá mbeadh an lá moimí go bhréasg (-aċ níl)—
 Do bheanú síb̄ amuisig féin rphéir,
 Do rasgád síb̄ i n-áirde ari an gceann uiball,
 Do statífearád síb̄ riomint te fna h-uiblait,
 O'fiosfarád síb̄ iao,
 Do statífearád síb̄ riomint eile thíob,
 Do caitífearád síb̄ anuasg cúngainne iao,
 Do cromfearád síb̄ ari a tuisle thíob do rpháistaid, ḡrl.,
 Do tiocefearád síb̄ anuasg te'n cíann,
 Do báileocád síb̄ na h-uibla ipteas i gceirfeán,
 O'imteocád síb̄ a báile n-ári ḡteannta.

LESSON LVIII

(Conditional—3rd Pers. Plur.)

Seán tells the story :—

Órá mbeadh an lá moimí go bhréasg (-aċ níl)—
 Do bheirfis (Gearóid ag Tomář) amuisig féin rphéir,
 Do rasgáis i n-áirde ari an gceann uiball,
 Do statífíríd síb̄ riomint te fna h-uiblait,
 O'fiosfaríd síb̄ iao,
 Do statífíríd síb̄ riomint eile thíob,
 Do caitífíríd síb̄ (or anuasg) cùm Caitlin ag Líl iao,
 Do cromfáiríd síb̄ ari a tuisle thíob do rpháistaid, ḡrl.,
 Do tiocefáiríd síb̄ anuasg te'n cíann,
 Do báileocáiríd síb̄ na h-uibla ipteas i gceirfeán,
 O'imteocáiríd síb̄ a báile i ḡteannta na gcaitliní.

LESSON LIX

(Imperative Mood—3rd Sing.)

MÁ bionn rē go brieaḡ inoim—
 BÍOŪ Tomář amuiḡ fén rreib̄,
 CÉISÉAŪ SÉ i n-áirde ař an scéipann uðall,
 STAIТЕ AŪ SÉ ceann te rna h-ublaib̄,
 ÍTE AŪ SÉ é,
 STAIТЕ AŪ SÉ an dařia ceann amhran, ɏ
 CAITÉAŪ SÉ anuas éum Caitlin é.
 CROMAŪ SÉ ař a čuille óioib̄ do rtačaib̄, ɏrl.,
 TAGAŪ SÉ anuas te'n éipann,
 BAÍLÍSÉAŪ SÉ na h-ubla ipteac̄ i scíreán,
 IMTÍSÉAŪ SÉ a baile i oteannta Caitlin.

ná is the negative to be used with the imperative: ná
 téiḡis ipteac̄; ná fanaib̄ rē cíor as bun an éipann, etc., etc.

Sean-focal—"BÍOŪ juo agat fém, nō bi in' éasmar."

LESSON LX

(Imperative—1st Pers. Plur.)

MÁ bionn rē go brieaḡ inoim—
 BÍMIS (mire ɏ Tomář) amuiḡ fén rreib̄,
 CÉISMIS i n-áirde ař an scéipann uðall,
 STAIČIMIS pojnt te rna h-ublaib̄,
 ÍČIMIS iao,
 STAIČIMIS pojnt eile óioib̄,
 CAITIMIS anuas éum Caitlin ɏ lil iao,
 CROMAİMIS ař a čuille óioib̄ do rtačaib̄, ɏrl.,
 TAGAİMIS anuas te'n éipann,
 BAÍLÍSİMIS na h-ubla ipteac̄ i scíreán,
 IMTÍSİMIS a baile i oteannta na scailini.

LESSON LXI

(Imperative—2nd Pers. Plur.)

Δ ተାର୍ଦ୍ସ ର ତମାର୍, ମା ବିନ୍ନ ଅନ ଲା ମତୁ ଗୋ ବ୍ରେଆସ—
 ବିଦୀର୍ ଅନୁଶ ଫେନ ରପେଇପ,
 ତେଇସିର୍ ର ନ-ାପ୍ରେଦେ ଅପ ଅନ ଶେରାନ୍ ଉଦାଳ,
 ଶାଇସିର୍ ହିମନ୍ ଦେ ଯନା ହ-ବ୍ଲେଇବ,
 ଇଚ୍ଚିର୍ ରାଦ,
 ଶାଇସିର୍ ହିମନ୍ ଏଇ ଦୀଥ,
 କାଇସିର୍ ଅନୁଶ କୁମ କାଇଲିନ ର ଲିଲ ରାଦ,
 କ୍ରୋମାଇସିର୍ ଅପ ଏ ତୁଲେ ଦୀଥ ଦୋ ରତ୍ତାଚାବ, ଗିଲ.,
 ତାଶାଇସିର୍ ଅନୁଶ ଦେନ ଶେରାନ୍,
 ବାଲିଶିସିର୍ ନା ହ-ବ୍ଲେ ଯତେବେ ର ଶେରେଆନ,
 ମିତିଶିସିର୍ ଏ ବାଇ ର ତେବନ୍ତା ନା ଶାଇଲିନି.

LESSON LXII

(Imperative—3rd Pers. Plur.)

ମା ବିନ୍ନ ଅନ ଲା ମତୁ ଗୋ ବ୍ରେଆସ—
 ଦୀଥ ତାର୍ଦ୍ସ ର ତମାର୍ (ବିଦୀର୍) ଅନୁଶ ଫେନ ରପେଇପ,
 ତେଇସିର୍ ର ନ-ାପ୍ରେଦେ ଅପ ଅନ ଶେରାନ୍ ଉଦାଳ,
 ଶାଇସିର୍ ହିମନ୍ ହିମନ୍ ଦେ ଯନା ହ-ବ୍ଲେଇବ,
 ଇଚ୍ଚିର୍ ରାଦ,
 ଶାଇସିର୍ ହିମନ୍ ଏଇ ଦୀଥ,
 କାଇସିର୍ ଅନୁଶ କୁମ କାଇଲିନ ର ଲିଲ ରାଦ,
 କ୍ରୋମାଇସିର୍ ଅପ ଏ ତୁଲେ ଦୀଥ ଦୋ ରତ୍ତାଚାବ, ଗିଲ.,
 ତାଶାଇସିର୍ ଅନୁଶ ଦେନ ଶେରାନ୍,
 ବାଲିଶିସିର୍ ନା ହ-ବ୍ଲେ ଯତେବେ ର ଶେରେଆନ,
 ମିତିଶିସିର୍ ଏ ବାଇ ର ତେବନ୍ତା ନା ଶାଇଲିନି.

Exercise XLVII

ଶେମୁସ ଦୋ ଦୁର ଅପ ଅନ ମହେଆପିଲା ରୋ :—

1°. Go out into the field, Shemus, and take out your book, and read your lesson.

2°. I told him to go out into the field, take out his book, and read his lesson.

3°. If the day were fine I would go out and pluck some apples off the tree

4°. If it is fine to-day, let us go out and gather the apples into baskets.

5°. Don't put your hands in your pockets, boys.

6°. If you come in I shall go out.

7°. He told me that (so) if I came in he would go out.

8°. Tell him to stay at the foot of the tree, and that you will go up, and pluck the apples and throw them down to him.

9°. I wonder will anyone come in to school to-day

10°. Tell Seán to be here to-morrow and to have his book with him

LESSON LXIII

(*The Subjunctive Mood—Present Tense*)

One of the most important uses of the Subjunctive is in the expression of wishes :—

I. Affirmative :—

(a) *So mairiú ãp nGaothuinn plán.*

So mbeiríú an viaibhais leip é.

So dtéiúir (dtéiridh tu) plán a bainte.

So dtéiúidh riù plán.

(b) *So mbeannuigíodh Dia óuit.*

So scúntisíodh Dia leat.

So mbuaannuigíodh Dia tu.

(c) *So riab mairt agat.*

Siúlab amhlaidh óuit.

Slán So RAIBHAR.

“ Ó báir so epioc, náe epioc ac at-fáir

1 uípáppítar na ngráir So RAIBHAIMÍD.

II. Negative :—

(a) *’S muna ódúm-ra atá tu i nroáin*

A pdeapla an bpollaig báin,

nárá tigeadó-ra plán ón aonad.”

(b) *nári Cúntisíodh Dia do riotaíri leat.*

(c) *nára’ mairt agat-ra.*

ná RAIB mairt agat-ra

NOTES

All the above salutations, etc., should be carefully explained by the Teacher, and committed to memory by the pupil. The latter should also be instructed to make out, from above forms, the full paradigm of the Present Subjunctive.

The Subjunctive is also used :—

- 1°. To express *purpose*—Rágád ann **SO** Úfreiceád é.
- 2°. To express *indefinite time*—ná labair cum **SO** labraod-*ra* teat.
- 3°. With **ta** (in past tense—see next Lesson).
- 4°. With **muna**, to express *uncertainty or indefiniteness*—**muna** **DTAGAOD** ré *is* doct an **rgéal** é.

LESSON LXIV

(*Subjunctive Mood—Past Tense*)

One of the principal uses is with **ta** :—

- I. **TA** **mbead** an lá inoé **SO** **úfreas**, do **bead** Tomář amuisg **ré'n** **rgéir**.
- TA** **mbead** ré amuisg do **ragasd** ré i n-áirde ari an **scíann** uball.
- TA** **DTÉIRDEAD** ré in-áirde do **rgatáfead** ré **pointt** de **rna** n-ublait.
- TA** **STAITEAD**, **o'irrfaod** ré **cuid** **thioibh**.
- TA** n-**ÍTEAD**, do **caicnfris** leir.
- TA** **SCROMAOD** ré ari a **cuille** **thioibh** do **rgatád** do **caicfead** ré **rior** cum **Caitlin** **iaod**.
- TA** **SCAITEAD**, do **baileocad** **rire** **rgteas** n-a **n-appún** **iaod**.
- TA** **mbaillisead**, do **thioerfaod** Tomář amuisg **de'n** **scíann**.
- TA** **DTAGAOD** do **ragasd** a **baile** i **dtéannnta** 'céile.
- TA** **DTÉIRDEAD**, do **bead** **páilté** **rgomra**.
- Tomář speaks :—
ná **raibh** amuisg **ré'n** **rgéir** inoé, mar ná **raibh** ré **nó-úfreas**.

Δέ τά μέαδ, το βεινν αμισ.
 Τά μβειμι αμισ, το παγανν, γρι.
 Τά Τειύιιι, το ρταιέφιν, γρι.
 Τά Σταίτιιι, ο'ιορφανν, γρι.
 Τά ή-ιτιιι, το ταιένφροιρ λιομ.
 Τά ΣCROMΑΙΙΙΙ, γρι., το οαιέφιν, γρι.
 Τά ΣCAITΙΙΙ, γρι
 Τά ΤCAGΑΙΙΙΙ ανιαρ τε'ν οιανν, γρι.

III. *Caitlín speaks to Tomář* :—

Νί παθαιρ αμισ φέ'ν ρρέιρ μοέ, α Τomář, Δέ—
 Τά μβειτέαδ το παγρά ι ή-άιροε, γρι.
 Τά Τειύεαδ, το ρταιέφά, γρι.
 Τά Σταίττεαδ, ο'ιορφά, γρι.
 Τά ή-ιττεαδ, το ταιένφροιρ λεατ.
 Τά ΣCROMΤά, γρι., το οαιφά ανιαρ ούγαμ-ρα
 ιαο.
 Τά ΣCAITΤεαδ, το βαιλεοδαινν-ρε, γρι.
 Τά ΤCAGΤά ανιαρ, γρι.

IV. *Third Person Plural* :—

Νί παθ Τomář ι Ταδς αμισ φέ'ν ρρέιρ μοέ, Δέ—
 Τά μβειοίς, το παγούρ, γρι.
 Τά Τειύιοίς, το ρταιέφιούρ, γρι.
 Τά Σταίτιοίς, ο'ιορφαιούρ, γρι.
 Τά ή-ιτιοίς, γρι.
 Τά ΣCROMΑΙοίς, γρι.
 Τά ΣCAITΙοίς, γρι.
 Τά ΤCAGΑΙοίς, γρι.

V. *Caitlín speaks to Tomář and Ταδς (Second Person Plural)* :—

Τά μβεαδ σιβ αμισ, γρι.
 Τά Τειύεαδ σιβ, γρι.
 Τά Σταίτεαδ σιβ, γρι.
 Τά ή-ιτεαδ σιβ, γρι.
 Τά ΣCROMΑδ σιβ, γρι.
 Τά ΣCAITεαδ σιβ, γρι.
 Τά ΤCAGΑδ σιβ, γρι.

VI. *Tomář speaks to Ταδς (1st Person Plural)* :—

Α Ταδς, Νί παθαμαιρ αμισ φέ'ν ρρέιρ μοέ, Δέ—
 Τά μβειμις το παγμιρ ι ή-άιροε αρ αν οιανν
 ιθαλ,

DA ÓCTÉIRÍMÍS, DO RTAÍTEARÍMÍR NIOMNT DE RTA
H-UBLAIB,
DA STÁITÍMÍS, O'IOFFAÍMÍR CUÍD TIOB,
DA N-ÍCTÍMÍS, DO TÁITHPRÍDÍR LINN.
DA SCROGMAMÍS AÍR A CHUILLE TIOB DO RTAÉAD,
DO CHAÍTEARÍMÍR ANUAR CUM CAITLÍN
IASO.
DA SCAITÍMÍS, DO BAILEOÉAD RÍRE IPTEAD N-A
H-APRÚN IASO,
DA ÓCTAÉADMÍS ANUAR DE'N ÉPANN DO TIOEFAD
CAITLÍN A BAILE N-ÁP RTÉAMHTA.

Proverb—"DA MBÁ TÍA TU BA TU TÍA TIOGALTARÍP."

Exercise XLVIII

- 1°. If I were well I'd go out into the open air to-day.
- 2°. May God bless you, your property, and your children.
- 3°. May God strengthen us to (cum with Gen.) do the work well and wisely.
- 4°. If we were stronger than we are things (an ríseal) would be all right (Só mar).
- 5°. If he were a man of no intelligence I shouldn't mind the business at all.
- 6°. Don't speak until I speak to you.
- 7°. I know Irish very well now--no thanks to you.
- 8°. If he doesn't come to-day he will not come to-morrow or the next day.
- 9°. Don't come in until I go out.
- 10°. Let none of you go out to-day or to-morrow or the day after.

LESSON LXV

(*Autonomous Forms—Past Tense*)

When we merely state that *an action took place* without saying who did it, the forms of the Verbs used are called *autonomous*. They can also be used in a Passive sense (with *transitive verbs*).

DO BÍTEAS AMUÍS FÉ'N RTÉIRÍMÍR MDOÉ.

DO CUATAS : n-áipre ari an gceann uball.
 DO STAITEADH uball,
 DO HI-TEADH é,
 DO STAITEADH an tara ceann,
 DO CAITÉADH ríor go bun an éíann é,
 DO HI-TEADH é,
 DO CROMADH ari a tuisle thíobh do ríataidh & do caiteamh ríor.
 DO BAILEISÉADH ipteacé i gceipeán iad.
 DO TÁNACTAS anuas de'n éíann,
 DO CUATAS a baile

LESSON LXVI

(Future Autonomous)

BEIFAR amuig fé'n rpéir im báireadh.
 RÁSFAR i n-áipre ari an gceann uball.
 STAÍFAR uball,
 IOSFAR é,
 STAÍFAR an tara ceann,
 CAITFAR ríor go bun an éíann é.
 IOSFAR é,
 CROMFAR ari a tuisle thíobh do ríataidh & do caiteamh ríor.
 BAILEOFAR (baileoictar) ipteacé i gceipeán iad
 TIOCFAR anuas de'n éíann.
 RÁSFAR a baile.

LESSON LXVII

(Autonomous—Present Habitual)

BÍTEAR amuig fé'n rpéir gáidhreach lámh a treactmain,
 TÉIÚTEAR i n-áipre ari an gceann uball,
 STAÍTTEAR uball,
 ITTEAR é,
 STAÍTTEAR ceann eile,
 CAITTEAR ríor go bun an éíann é,
 ITTEAR é,
 CROMTAR ari a tuisle thíobh do ríataidh & do caiteamh ríor.
 BAILEISTEAR ipteacé i gceipeán iad.
 TAGTAR anuas de'n éíann,
 TÉIÚTEAR a baile.

The present Imperative and the present Subjunctive have the same forms as above.

Proverb—"I ndiarr a céile TÉINTEAR na caipleáin "

LESSON LXVIII

(*Imperfect Autonomous*)

DO BÍTÍ amuig fén ppréip ANUIRIÓ,
 DO TÉIÚTÍ i n-áirde ari an scéann uball,
 DO STAÍTTÍ uball,
 DO LI-ÍCTÍ e,
 DO STAÍTTÍ an tara ceann,
 DO CAITÍ píor go bun an éamain e,
 DO LI-ÍCTÍ e,
 DO CROMTÁÍ ari a éuille thíobh do ríataid i do éalcheamh píor,
 DO BAILEISCTÍ iptimeas i scíreán iad.
 DO TÁSCTÁÍ (tigctí) anuas de'n éamain,
 DO TÉIÚTÍ a baile.

LESSON LXIX

(*Autonomous—Past Subj. and Conditional*)

DO MBÉIFÍ amuig fén ppréip moe (nÍ RABCTAS)
 DO RAJSFÍ i n-áirde ari an scéann uball.
 DO DTÉIÚTÍ, DO STAÍTTÍ uball
 DO STAÍTTÍ, DO LI-ÍOSFÍ e
 DO STAÍTTÍ an tara ceann DO CAITÍFÍ píor go bun an éamain e,
 DO SCÁIYTÍ, DO LI-ÍOSFÍ e.
 DO SCROMTÁÍ ari a éuille thíobh do ríataid, do CAITÍFÍ
 píor iad,
 DO SCÁIYTÍ píor iad, DO BAILEOCTÁÍ (baileofí) iptimeas
 i scíreán iad
 DO MBAILISCTÍ, DO TÍOCFÍ anuas de'n éamain,
 DO TÁSCTÍ, DO RAJSFÍ a baile

Exercise XLIX

(Autonomous Forms)

Seo thíl s do cùp ar an mBéarla ro :—

- 1°. Don't speak until you are spoken to.
- 2°. If people didn't speak until they were spoken to, things would be all right.
- 3°. Let the apples not be gathered into the baskets until Tomář comes down from the tree.
- 4°. We didn't speak until we were spoken to.
- 5°. Let not these books be put on this table any more (a tuitte). Let them be put over there (annrajan täll) in the corner.
- 6°. Let no hand be put into any pocket till the end of this lesson (neire an ceadcta ro).
- 7°. Let all pens be taken out now, and all books opened.
- 8°. Let this lesson be read first (ar ntuair) and then written down.
- 9°. All the pens were taken out, and all the books opened.
- 10°. The lesson will be read first, and then written down.

LESSON LXX

(The Verb cím (Pres. Indic.), "I see," and the Actual Present Progressive (with tā and Verbal Noun))

- I. Cíonn Séan mo lám, mar tā sí 'á taisbeáint agham ro. Ní féiceann ré anoir i, mar tā ri i bfolac agham. A Shaigáin, taipbeáin tuom ro lám. Cao tā aige á bheanam, a Táirós? Tá a lám aige 'á taisbeáint túinn.
- A Táirós, An bfeiceann tu lám Shaigáin? Cím. Cia'cu lám A Cíonn tu? A lám bheas? An bfeiceann tu a lám clé? Ní féicim. Cao na caob ná bfeiceann (tu i)? **I bheic Láistíar ná bhom aige.**

II. An bhfeicim-se an cláir-dubh? Céir.
 An bhfeiceann tú a? Cím.
 An bhfeicir-se e? Cím.
 Táin do fáile, a Séam!
 An bhfeiceann Seán an cláir-dubh anoir? Ní bhfeiceann.
 Cao na taoibh ná feiceann? **A shúile a bheis dúnca aige.**
 A Séam, an bhfeicir an cláir-dubh? Ní bhfeicim.
 Cao na taoibh ná feicir? **Mo shúile a bheis dúnca agham.**

III. Seán i míre—Címisibh ríb-re anoir.
 An bhfeicimisibh ríb? Cíomh (ríb)
 An bhfeiceann síb-se rínn? Címisibh.
 Cia h-iad a címisibh-ne? Cíomh síb rínn.
 Cia h-iad a cíonn ríb-re? Címisibh ríb-re.

IV. Tádhs i Séamur—An bhfeicidh ríad rínn? Cíod.
 An bhfeicidh ríad an cláir-dubh? Cíod.
 An bhfeicidh ríad dá cláir-dubh? Ní bhfeicidh.
 Cao na taoibh ná feicidh ríad dá cláir-dubh? **Seoil iad a bheis ann le feiscint.**

Note.—Give thorough drill on all these forms, Interrogative, Affirmative and Negative.

LESSON LXXI

(*The Verb cím, Past Tense*)

I°. Do bior amuisg féin rípéisí mtoé, i DO CONNAC Tomáir, i É ag dul i n-áiríthe ari an gceann uball.
 Ní feaca Tádhs, mar ná ríab sé ann le feiscint.
 An bhfeaca tu mtoé, a Tomáir? Do connacis.
 An bhfeacais-re míre? DO CONNAC.
 A mairle, an bhfeacard Tomáir mé? DO CONNAC.
 An bhfeacaíodh Tádhs me? Ní feaca(íodh).
 An ríabair-re ann, a Caitlin? Do bior.
 An bhfeacaís Tomáir? DO CONNAC.
 An bhfeacaís Tádhs? Ní feaca.

Caó na taoibh ná feacaír? *S*an é beit ann le feiscint.
 An ńfeaca-ra turá? *DO CONNACÁIS.*
 An ńfeaca Taobh? *ní feacaíis.*

2º Caitlin 7 mire—*DO NIOMAÍS AMUÍS FÉN RPÉIR INDE,* 7
DO CONNACAMAIR TOMÁIR Tomáir, 7 é dul i n-áitíte ari an
 gheann uðall.

ní feacamair Taobh mar ná raibh ré ann le feiscint.
 A Tomáir 7 a Caitlin—
DO CONNACABÁIR mire.
ní feacabair Taobh.

An ńfeacabáir mé? *DO CONNACAMAIR.*
 An ńfeacabáir Taobh? *ní feacamair.*
 3º. A Taróis, an ńfeiceann tu Tomáir 7 Caitlin? (Cim.)
DO CONNACADAR-fan inde mé.
ní feacadar turá, mar ná raibh ann le feiscint.
 An ńfeacadar turá? *ní feacadar.*
 An ńfeacadar mire? *DO CONNACADAR.*

Note.—Give thorough drill on all these forms, and contrast with present tense.

LESSON LXXII

(*The Verb cim, Future Tense*)

1º. **bead** amuís féin rpéir **imbaíreac**, 7 **CípAD** Tomáir 7 é
 ag dul i n-áitíte ari an gheann uðall.

ní feicpead Taobh, mar ná beiró ré ann le feiscint
 An ńfeicpead turá, a Seán?
ní feicfir, mar ná bead ann le feiscint,
 An ńfeicpead Tomáir?
Cípír.

A Tomáir, an ńfeicfir-re mire? *CípAD.*
 An ńfeicfir Seán? *ní feicpead.*
 An ńfeicpead-ra turá? *Cípír.*
 An ńfeicpead Seán? *ní feicfir.*

2º. Beiró Tomáir amuís féin rpéir imbaíreac, agur—
CípíD Se mire.
ní feicfir Se turá.
 An ńfeicfir ré turá, a Seán? *ní feicfir.*
 Caó na taoibh ná feicfir? *S*an mé beit ann le feiscint.
 An ńfeicfir ré mire? *CípíD.*

3°. **Tomář** ḡ mire—**Beimio** amuis ḫe'n ṛpēir imbáirpeac, ḡ
Cípimíō a céile.
nī ḫeicpimíō Taōs, mar ná berd ḫe ann le feircint.
An ḫeicpimio a céile, a **Tomář**? Cípeam (cípimio).
An ḫeicpimio tupa a **Caitlin**? Cípíō (rib).
A **Caitlin** ḡ a lir, an ḫeicpíō rib-re rinn? Cípeam.
An ḫeicpimio-ne rib-re? Cípíō (rib).
An ḫeicpimio Taōs? nī ḫeicpíō (rib).

Proverb—“Cípeam a ḫeicpēam.”

Exercise L

Seo lúinn do chur ař an mbéarla ro :—

1°. I see him every day in the week, when (nuair) I come into school.
2°. I saw Dan Sullivan yesterday coming home from the (ó'n) fair.
3°. I'm glad to see you so well. Shall I see you to-morrow in the city?
4°. We shall see each other when I come home next Sunday.
5°. I never saw such a person (a leitέrio de ðuine).
6°. Did you ever see such (a leitέrio de) a lovely sunny day?
7°. I speak Irish to them whenever I see them.
8°. Never again (nī . . . go deo ařir) will you (pl.) see me in this place alive (beo).
9°. They see each other every day in the week, don't they?
10°. I saw a man going into the house the day before yesterday, but I saw no woman.

LESSON LXXIII

(*The Verb cim—Imperf. Indic. and Past Subj.*)

1°. Do binn amuis ḫe'n ṛpēir go minic anuairíō, agur—
Do Cínn Tomář ḡ é ag oul i n-áirte ař an gceann uhall.
nī ḫeicimíō Taōs, mar ná biot ḫe ann le feircint.
Dá ḫeicimíō (past Subj.) é do ḫaġáinn i n-aonfeac̄t leir.

2°. A Tomáir, iŋ minic

Do cítead anuiridh mé, ⁊ tu ag rtaeachd na n-uball.

ní feictead Tád, mar ní bhoíodh ré ann Cúinse (i.e. le feircint)

Dá bfeictead é do phágfa i n-aonfearct leir.

3° Do bhoíodh Tomáir amuisg féin rphéir go minic anuiridh, ⁊

Do cíotú ré mire

ní feiceadóth ré Tád.

Dá bfeiceadóth sé é do phágadh ré na teannta.

4° Tomáir ⁊ mire, do bimír ag rtaeachd uball go minic, ⁊

Do címsis a céile.

ní feicimíss Tád;

Dá bfeicimíss é do phágair na teannta.

5°. A Tomáir ⁊ a Caitlin, iŋ minic a bhoíodh ríb amuisg féin rphéir, ⁊

Do cíotú síb a céile.

ní feiceadóth síb Tád,

Dá bfeiceadóth ríb é do phágadóth ríb in aonfearct leir.

6°. Tomáir ⁊ Caitlin—

Do bhoír amuisg féin rphéir go minic, ⁊

Do cíosí a céile,

ní feicíosí Tád,

Dá bfeicíosí é, do phágair a baile in aonfearct leir.

LESSON LXXIV

(*The Verb cím—Conditional*)

1°. Ni phátar amuisg féin rphéir inoé, ac dá mbeinn—

Do Cípmhíl Tomáir ⁊ é ag dul i n-áitíse ari an gceannan uball.

ní feicípmhíl Tád, Dá mba na beath ré ann.

2°. A Tomáir—

Do Cípá inoé mé, dás mbeinn in aonfearct leat—ac ní phátar.

ní feic a Tád, Dá mba na beath, é ann.

3°. A *Ταρός*—

DO CÍRFEADÓ TOMÁR MTOÉ TU DÁ MBEITEAD NA TEANNTA—
ACÉ NI MABAL.

NI FÉICFEADÓ RÉ TU ANOIR **DÁ NDUÑADA SÉ** A RÚILE.

4°. Tomárf γ mire—

DO CÍRFINÍS A CÉITE **DÁ ÚRÉACÁIMÍS** AFI A CÉITE.

(MILIMÍD AG FÉACÁINT AFI A CÉITE. IR
AMLAIRÓ ATÁIMPRE AG FÉACÁINT AFI AN
SCÉLAIRPOUB, γ TOMÁRF AG FÉACÁINT
AFI AN NDORIAR)

NI FÉICFINÍS A CÉITE **DÁ NDUÑAÍMÍS** AFI RÚILE

5°. A Tomárf γ a Caitlin—

DO CÍRFEADÓ SIB A CÉITE DÁ ÚRÉACÁDÓ RIB AFI A CÉITE;
NI FÉICFEADÓ SIB AOMHÍD DÁ NDÚNACÓ RIB ÚRIP RÚILE.

6°. A *Ταρός*—

DO CÍRFINÍS RIN (Tomárf γ Caitlin) A CÉITE DÁ MBEROIR
AG FÉACÁINT AFI A CÉITE,

NI FÉICFINÍS RIOC DÁ NDÚNAIDÍR A RÚILE.

Exercise LI

Seoilimn do chur afi an mBéarla ro:—

1°. If you (pl.) would look at the blackboard you would see what I am writing.

2°. If you saw it you would understand it.

3°. If we had seen each other yesterday we should see each other to-day also.

4°. I used to see Tomárf and Ταρός at school last year, but they usen't to see me.

5°. That's the man I used to see going into yonder house every day last year.

6°. You saw me yesterday, and I saw you the day before.

7°. If we had seen each other last week we shouldn't have recognised (aictimisim) each other.

8°. If you looked at him you would see him, and if you saw him you would recognise him.

9°. Whenever I saw you last year I recognised you.

10°. If I hadn't (oá mba ná) recognised you I wouldn't have spoken to you, and if I hadn't spoken to you I shouldn't

have seen that you had lost a tooth (so *raibh* *fiacal* i n-easnamh *opt*).

LESSON LXXV

(*The Verb cim—Autonomous Forms*)

- 1°. CÍTEAR Tomář *gac* lá *nuair* téरdeann *ré* as *rtatad* na n-uball.
- 2°. ní *feictear* *Taobh*—ní *bionn* *ré* ann te *feireann*.
- 3°. DO *connactas* iné é *é* as *vul* i n-áirte aí an *gepann* uball.
- 4°. ní *feacatás* *Taobh*, mar ní *raibh* *ré* ann *éiríse*.
- 5°. DO *cíti* Tomář *go* *mimic* *amuiribh*, ac ní *feictí* *Taobh*. **DÁ** *Ufeicteí*, do *raibh* a *baile* in *aonfearct* *teir*.
- 6°. CÍPÁR *imbháireac* *tu*, a *Tomáir*, má térdéann *tu* *amac* ní *feicpáar* *tu* má *fanann* *tu* *írtis*.
- 7°. **DÁ** *otéirócteá* *amac* iníu **DO** *Cípí* *tu*.
DÁ *Ufanctá* *írtis* ní *feicpí* *tu* in *aon* *cóip*.

Note.—The present Imper. is the same as the pres. Indic., and the pres. Subj. is the same as the pres. Indic. (*dependent*).

Exercise LII

- 1°. Someone was seen going into that house yesterday, and no one was seen coming out.
- 2°. If you go out at all to-day you will be seen ; if you remain inside you won't be seen.
- 3°. Let it not be seen that ye are afraid (*eagla* a *beit* *opraitb*).
- 4°. He used to be seen coming to school every day, but not going home.
- 5°. If people saw (past Subj. Auton.) what we are doing they wouldn't be over-pleased (*íomhártá*).

LESSON LXXVI

*(The Verb *deirim* (Pres. Indic.) and *Oratio Obliqua*)*

1°. **Tomář**—“Téirím aмаé fé'n րрéip ざаé 1á, րtaicim յoimnt սball, ičim curd տioö, բailišim an Շuր eile տioö լptead i շeipeán, 7 տaցam a նaile aipir.”

Deir Tomář ՏO տterdeann րé aмаé fé'n րрéip ざаé 1á,
 ՏO րtaicéann րé յoimnt սball,
 ՏO n-ičeann րé curd տioö,
 ՏO մbailišeann րé an Շuր eile տioö լptead
 i շeipeán, 7
 ՏO տaցam րé a նaile aipir.

2°. **Deirir**, a **Tomář**,
 ՏO տterónip aмаé, 7p.
 ՏO րtaicíp, 7p.
 ՏO n-ičíp, 7p.
 ՏO մbailišíp, 7p.
 ՏO տaցaíp, 7p.

3°. **Cao** **deirip**, a **Tomář**?
 Տeirim ՏO տterónim, 7p.
 ՏO րtaicim, 7p.
 ՏO n-ičim, 7p.
 ՏO մbailišim, 7p.
 ՏO տaցam, 7p.

So—**Deirimí**-ne, **Deir** siú-se, **Deirir** siúd
 san.

In some places these forms are used both as direct and enclitic. In other places the enclitic forms are: aþraim, aþraip, etc.

LESSON LXXVII

*(The Verb *deirum*, Past Tense)*

1°. **Duš a:Rt** Tomář mve ՏO յaib րé aмuš fé'n րрéip ačpú
 mve,
 ՏUR րtaic րé յoimnt սball,
 ՏUR ič րé curd տioö,
 ՏUR բailiš րé an Շuր eile տioö
 լptead i շeipeán,
 ՏO տaմim րé a նaile aipir.

2°. Cao Duibraíis, a Tomáir?

DUIBART SO ratabar, 7ml.

SUR rtaictear, 7ml.

SUR iúcear, 7ml.

SUR bairigear, 7ml.

SO rotánaí, 7ml.

3°. Caitlin 7 mire—"A Tomáir ná mbeadh 'fíor agaínn so
ratabar as dul amach inoé do raibh mír in-aonfeadct
teat."

DUIBRAMAIR teat, a Tomáir, ná mbeadh fíor agaínn
so ratabar as dul amach inoé SO raibh mír in-aonfeadct
teat.

Cao Duibramair teat?

DUIBRAMAIR liom, ná mbeadh 'fíor agaínn so
ratabar as dul amach inoé, SO raibh mír fíb in-aonfeadct
liom.

4°. Caitlin 7 lir—"Ná mbeadh fíor agaínn ná beadh Dómnall
aip rcoil inoimí ní tiocfaidh-ne aé éomh beag."

DUIBRADAR ran (Caitlin 7 lir) ná mbeadh 'fíor aecu
ná beadh Dómnall aip rcoil inoimí, ná tiocfaidh
fíom aé éomh beag.

Negative—ní duibhارت, ná duibhارت, etc.

Interrogative—An níduibhارت, ná duibhارت, etc.

LESSON LXXVIII

(*The Verb deirum, Future Tense*)

1°. ná t-éann Tomáir iúteadct inoimí—

DÉARFAITÓ SÉ SO raibh aip rúe amach fíe'n rréití i
mhbáileadct, ná
ná tiocfaidh rúe iúteadct so roiti an
túráthóna.

ní DÉARFAITÓ SÉ a tuisle.

2°. DÉARFADÓ-RA SO raibh aip rúe amach na ceannaita, 7

ná tiocfaidh iúteadct so ceann fíche neomat
nó mar fín.

3°. DÉARFAIR-SE, a Úrígír—

SUR bheag an lá é, buirdeacar le Dia, agur
SUR móír an tuisceag san dul amach, 7
nár thírde Óúinn é.

1a. Tomáir—"Raísean amach féin rpréir imbáireas 7
ní ciocfaidh ipteasach go dtí an tpiáchnóna."

2a. (Teacher)—"Raísean amach n-a teamta, 7 ní
ciocfaidh ipteasach go ceann fíche neomach ná
mairiù rin."

3a. Úrígír—"Ír bheag an lá é, buirdeacar le Dia, 7
ba móír an tuisceag san dul amach, 7 níor thírde
Óúinn é."

4°. DÉARFAIMÍD GO LEIR SO ÚRÍL an ceapt ag Úrígír.
("Tá an ceapt agat, a Úrígír.")

5°. DÉARFAIDH SÍB-SE SUR mait an rceal é rin. ("Ír
mait an rceal é rin.")

6°. DÉARFAIDH riad ran é leir. Cao d'éarfaidh riad?
DÉARFAIDH riad SUR mait an rceal é.

Exercise LIII

Saolúinn do chup aip an mBéarla ro :—

1°. Séan says that Tomáir is a good boy.

2°. Do you tell me that this is the 31st of October?

3°. Didn't we tell you not to go out to-day, or that you would be seen if you did?

4°. When a man says that he is a fool don't believe him.

5°. When you see him you will say that he has more riches than sense.

6°. I will say this much—that Irish is a far sweeter language than English.

7°. You say it is Irish, but I say it is not.

8°. Domhnall says that this exercise is far too long.

9°. Brighid said it was a fine day, and that it would be a great pity to remain indoors.

10°. Tell Lil to come in and open her book and read her lesson.

LESSON LXXIX

*(The Verb *deirim*—Conditional)*

- 1°. *Óa mbeinn ann moe Déarftaimini* *suír* *deasair* *Tomáir*
i n-áirte ari an gceann uaball.
- 2°. *An nDéarftád-sá*, a *Tomáir*, *suír* *deasair* i n-áirte?
Déarftaim.
- 3°. *An nDéarftád* *Taibh* *suír* *tura* a b' ann?
nì *Déarftád* ré *suír* é *fein* a b' ann
nì *Déarftád* ré aé an ceart.
- 4°. *Déarftaimis* *go leirí* *go bheasamair* *Tomáir* moe.
- 5°. *Cao* *Déarftád* *Siúl-se*, a *Uil* g a *Caitlin*? *Déarftaimis*
go bfuil an ceart agat.
- 6°. *Tomáir* g *Taibh*—*Is* é an *fuil* *céadna* a *Déarftáid-sim*

LESSON LXXX

*(The Verb *deirim*—Imperf. Indic. and Past Subj.)*

- 1°. *Is* *mimic* a *Deireadá* *Tomáir* *anuairibh* *go raibh* *ré* *amae*
fein *gréir*.
- 2°. *Deirimini-se* *an* *fuil* *céadna*.
- 3°. *Cao* *Deirteád-sá*, a *Taibh*? nì *Deirimini* *rioc*.
- 4°. *Deirimis* *go leirí* *suír* *mais* *Uil* *doil* *amae* *na ceanntra*.
- 5°. *Óa nDeireadá* *Siúl-se* *go raibh* *ré* *amae* *do* *beaú*
Tomáir *ráfta*.
- 6°. *Nuair* a *Deiridís-sim* é *do* *úioibh* *ré* *ráfta*, *leir*.

Note.—Pupils should be taught to form the Imperative Mood by adding the usual endings to *abair* (2nd sing.). See Lessons LIX—LXII.

Exercise LIV

Saolúinn do chur ari an mBéarla ro:—

- 1°. He used to say that he would like to go to school every day if he knew Irish.

3°. *Tomáir* γ τιμε—*Beimiro* αμυις *ré'n* *ppéir* *imbaileacé*, γ *cípmis* α *céile*.
 ní *peicpmis* *Taós*, *mar* ná *beró* *ré* *ann* *le* *peircint*.
 An *úfeicpmis* α *céile*, α *Tomáir*? *Cípeam* (*cípmis*).
 An *úfeicpmis* *túra* α *Caitlin*? *Círi* (rib).
 A *Caitlin* γ α *lil*, an *úfeicri* (rib)-*re* *rinn*? *Cípeam*.
 An *úfeicpmis*-*ne* *rib*-*re*? *Círi* (rib).
 An *úfeicpmis* *Taós*? ní *peicri* (rib).

Proverb—“ *Cípeam* α *úfeicpeam*. ”

Exercise L

Seo lúinn do chúir aip an mBéarla ro :—

1°. I see him every day in the week, when (nuair) I come into school.

2°. I saw Dan Sullivan yesterday coming home from the (ó'n) fair

3°. I'm glad to see you so well. Shall I see you to-morrow in the city?

4°. We shall see each other when I come home next Sunday.

5°. I never saw such a person (a leitέiro ve óume).

6°. Did you ever see such (a leitέiro ve) a lovely sunny day?

7°. I speak Irish to them whenever I see them.

8°. Never again (ní . . . go veo aipir) will you (pl.) see me in this place alive (beo).

9°. They see each other every day in the week, don't they?

10°. I saw a man going into the house the day before yesterday, but I saw no woman.

LESSON LXXIII

(*The Verb cim—Imperf. Indic. and Past Subj.*)

1°. Do binn αμυις *ré'n* *ppéir* *go* *minic* *anuiri*, agur—
 DO Cínn *Tomáir* γ é ag dul i n-áirne aip an *gealann* *uball*.
 ní *peicimí* *Taós*, *mar* ná *bioð* *ré* *ann* *le* *peircint*.
 Tá *úfeicimí* (past Subj.) é do *na* *gáinn* i n-*donfearct* *leir*.

2°. A Tomáir, iр minic
 DO CÍTEAD amsuiridh mé, ḡ tu ag r̄tacan do n-uball.
 ní ūeictead Taobh, mar ní bhoi ré ann CUISE (i.e. te
 ūeircint)
 DÁ ÚWEICTEAD é do na ḡfá i n-aonfearct leir.

3°. Do bhoi Tomáir amsuis fén r̄péisir do minic amsuiridh, ḡ
 DO CÍODH ré mire
 ní ūeiceadó ré Taobh.
 DÁ ÚWEICEADÓ SÉ é do na ḡfád ré na teannta.

4°. Tomáir ḡ mire, do bimír ag r̄tacan uball do minic, ḡ
 DO CÍMÍS a céile.
 ní ūeicimíS Taobh;
 DÁ ÚWEICIMÍS é do na ḡfád mire na teannta.

5°. A Tomáir ḡ a Caitlin, iр minic a bhoi rib amsuis fén
 r̄péisir, ḡ
 DO CÍODH SÍB a céile.
 ní ūeiceadó SÍB Taobh,
 DÁ ÚWEICEADÓ rib é do na ḡfád rib in aonfearct
 leir.

6°. Tomáir ḡ Caitlin—
 Do bhoi amsuis fén r̄péisir do minic, ḡ
 DO CÍDÍS a céile,
 ní ūeicidíS Taobh,
 DÁ ÚWEICIDÍS é, do na ḡfád a baile in aonfearct
 leir.

LESSON LXXIV

(*The Verb cim—Conditional*)

1°. Ní naibar amsuis fén r̄péisir inoé, ac dá mbeinn—
 DO CÍFÍNN Tomáir ḡ é ag dul i n-áirde ari an gscrann
 uball.
 ní ūeicfínn Taobh, DÁ MBD NA BEADH ré ann.

2°. A Tomáir—
 DO CÍFÁ inoé mé, dás mbeinn in aonfearct leat--ac
 ní naibar.
 ní ūeic Á Taobh, DÁ MBD NA BEADH , é ann.

3°. A Társ—

DO CÍFÉADÓ Tomář mde éu tā mbeiteá ná teannta—
aé ní jnáir.

ní fíocfíeadó rē éu ainoí **tā nóna ná sú** a fúile.

4°. Tomář a mire—

DO CÍFÍMÍS a céile **tā bphéadáimí** aí a céile.
(Nílímí aí fíocfíant aí a céile. Ír
amharó atáimpe aí fíocfíant aí an
scéalaíos, aí Tomář aí fíocfíant
aí an mtoiríar)

ní fíocfímí a céile **tā nóna náimí** aí fúile

5°. A Tomář a Caitlin—

DO CÍFÉADÓ sih a céile tā bphéadáó ríb aí a céile;
ní fíocfíeadó sih aonairó tā nóna ná ríb buri fúile.

6°. A Társ—

DO CÍFÍDÍS rím (Tomář a Caitlin) a céile tā mberdír
aí fíocfíant aí a céile,
ní fíocfídís ríoc tā nóna náidír a fúile.

Exercise LI

Saolann do éur aí an mbéarla ro:—

1°. If you (pl.) would look at the blackboard you would see what I am writing.

2°. If you saw it you would understand it.

3°. If we had seen each other yesterday we should see each other to-day also.

4°. I used to see Tomář and Társ at school last year, but they usen't to see me.

5°. That's the man I used to see going into yonder house every day last year.

6°. You saw me yesterday, and I saw you the day before.

7°. If we had seen each other last week we shouldn't have recognised (aictníosim) each other.

8°. If you looked at him you would see him, and if you saw him you would recognise him.

9°. Whenever I saw you last year I recognised you.

10°. If I hadn't (tā mba ná) recognised you I wouldn't have spoken to you, and if I hadn't spoken to you I shouldn't

have seen that you had lost a tooth (so *raibh fiacal i n-easnamh opt*).

LESSON LXXV

(*The Verb cim—Autonomous Forms*)

- 1°. CÍSTEAR Tomář *gac* lá *nuair* té�deann ré as *rtatadh* na n-uball.
- 2°. ní *feictear* Taobh—ní *bionn* ré ann le *feicim*.
- 3°. DO *comhacás* inoé é *g* é as *tul* i n-áirde ari an *scéann* uball.
- 4°. ní *feacatás* Taobh, mar ní *raibh* ré ann éiúise.
- 5°. DO CÍTÍ Tomář *go* minic *anuipró*, aé ní *feicteí* Taobh. *Dá* *úfeicteí*, do *raibh* a *baile* in *aonfeadct* leir.
- 6°. CÍPÁR *imbháipeadct* tu, a *Tomář*, má *térdéann* tu *amad* ní *feicfar* tu má *fanann* tu *írtis*.
- 7°. *Dá* *ctéitócteá* *amad* inoú *DO* *cípí* tu.
Dá *úfantaí* *írtis* ní *feicfí* tu in *aon* éor.

Note.—The present Imper. is the same as the pres. Indic., and the pres. Subj. is the same as the pres. Indic. (*dependent*).

Exercise LII

- 1°. Someone was seen going into that house yesterday, and no one was seen coming out.
- 2°. If you go out at all to-day you will be seen; if you remain inside you won't be seen.
- 3°. Let it not be seen that ye are afraid (*eagla a bheit* *óraibh*).
- 4°. He used to be seen coming to school every day, but not going home.
- 5°. If people saw (past Subj. Auton.) what we are doing they wouldn't be over-pleased (*riú-riártas*).

LESSON LXXVI

(*The Verb deirim* (Pres. Indic.) and *Oratio Obliqua*)

1°. **Tomáir**—“Téridim aмаc fé'n ғréip ғaс tá, ғtaicim pojnt uball, itim curio ғioб, ғaиilisim an ғuro eile ғioб ғrtead i ғcipeán, ғ taғaim a ғaile aipir.”

Deir Tomáir ғo ғterdeann ғe aмаc fé'n ғréip ғaс tá,
ғo ғtaicteann ғe pojnt uball,
ғo n-iteann ғe curio ғioб,
ғo ғbailisgeann ғe an ғuro eile ғioб ғrtead
i ғcipeán, ғ
ғo ғtaғann ғe a ғaile aipir.

2°. **Deirir**, a **Tomáir**,
ғo ғterdip aмаc, ғpl.
ғo ғtaicip, ғpl.
ғo n-iteip, ғpl.
ғo ғbailisip, ғpl.
ғo ғtaғaip, ғpl.

3°. **Cao** **deirip**, a **Tomáir**?
Deirim ғo ғterdim, ғpl.
ғo ғtaicim, ғpl.
ғo n-iteim, ғpl.
ғo ғbailisim, ғpl.
ғo ғtaғaim, ғpl.

So—**deirim** ғo-ne, **deir** siб-se, **deir** siб aи.

In some places these forms are used both as direct and enclitic. In other places the enclitic forms are: aиraim, aиrair, etc.

LESSON LXXVII

(*The Verb deirum, Past Tense*)

1°. **Dubairt** Tomáir mde ғo ғaиis fе'n ғréip aиrú
mde,
ғur ғtaic ғe pojnt uball,
ғur it ғe curio ғioб,
ғur ғaиilis ғe an ғuro eile ғioб
ғrtead i ғcipeán,
ғo ғtaғim ғe a ғaile aipir.

2°. Cao Ḫuḃraíš, a Ḫomáip?

᪠uḃart ḫo ṓabair, ḫil.

᪠ur ṓtaictear, ḫil.

᪠ur iteар, ḫil.

᪠ur ḃailesear, ḫil.

᪠o ṓtánaς, ḫil.

3°. Caitlin ḡ mire—"A Ḫomáip ṓá mbeaḋ 'fior againn ḫo
ṓabair as dul amadé inde do ṓaġmír in-aonfearaet
teat."

᪠uḃramair teat, a Ḫomáip, ṓá mbeaḋ fior againn
᪠o ṓabair as dul amadé inde ḫo ṓaġmír in-aonfearaet
teat.

Cao Ḫuḃramair teat?

᪠uḃraḃair liom, ṓá mbeaḋ 'fior agaib ḫo
ṓabair as dul amadé inde, ḫo ṓaġat ḫiḃ in-aonfearaet
liom.

4°. Caitlin ḡ lir—"Óá mbeaḋ fior againn ná beaḋ Ḫóimhíll
ap ūcoil inm̄u ni ḱiocfaimír-ne aċe ēóm̄ beag."

᪠uḃraḃar ḫan (Caitlin ḡ lir) ṓá mbeaḋ 'fior acu
ná beaḋ Ḫóimhíll ap ūcoil inm̄u, ná ḱiocfaidir
fém̄ aċe ēóm̄ beag.

Negative—n̄i ṓuḃairt, n̄á ṓuḃairt, etc.

Interrogative—Añ n̄uḃairt, n̄á ṓuḃairt, etc.

LESSON LXXVIII

(*The Verb deirum, Future Tense*)

1°. Mā ṓatánn Ḫomáip ipteadé inm̄u—

Óe arfaiō sé ḫo ṓaġatō pē amadé fē'n ppéir i
m̄báirfeadé, ḡ

ná ḱiocfaid pē ipteadé ḫo ṓtī an
ċpáċnóna.

n̄i óe arfaiō sé a ċunne.

2°. Óe arfaiō ḫo ṓaġat amadé na ḱeamta, ḡ

ná ḱiocfaid ipteadé ḫo ceann píde neomlat
nó mar ḫiḃ.

3°. DÉARFAIR-SE, A ÚRÍSÍO—

SUR bheag an lá é, buriðeacar le Dia, agur
 SUR mór an tmaig san dul amac, 7
 NDR mifde Óúinn é.

1a. Tomá—“ Raigead amac fé'n rréir imbáireas 7
 ní tiocfaid ipteac go dtí an tprátnóna.”

2a. (Teacher)—“ Raigead amac n-a ceannta, 7 ní
 tiocfaid ipteac go ceann fíre neomat nō
 mar pín.”

3a. Úrísío—“ Ír bheag an lá é, buriðeacar le Dia, 7
 ba mór an tmaig san dul amac, 7 níor mifde
 Óaoibh é.”

4°. DÉARFAIRÍD GO LEIR GO ÚRUIL AN CEAPT AG ÚRÍSÍO.
 (“Tá an ceapt agat, a Úrísío.”)5°. DÉARFAIRÍD SÍB-SE SUR MAIT AN RCEAL É PIN. (“Ír
 mait an rceal é pin.”)6°. DÉARFAIRÍD RIAD RAN É LEIR. CAD DÉARFAIRÍD RIAD ?
 DÉARFAIRÍD RIAD SUR MAIT AN RCEAL É.

Exercise LIII

Seoláinn do chup ari an mBéasla ro :—

1°. Séan says that Tomá is a good boy.

2°. Do you tell me that this is the 31st of October ?

3°. Didn't we tell you not to go out to-day, or that you would be seen if you did ?

4°. When a man says that he is a fool don't believe him.

5°. When you see him you will say that he has more riches than sense.

6°. I will say this much—that Irish is a far sweeter language than English.

7°. You say it is Irish, but I say it is not.

8°. Domhnall says that this exercise is far too long.

9°. Brighid said it was a fine day, and that it would be a great pity to remain indoors.

10°. Tell Lil to come in and open her book and read her lesson.

LESSON LXXIX

*(The Verb *deirí*—Conditional)*

- 1°. Dá mbeinn ann in de **DÉARFAIMH** suír **deasgaró** Tomář
i n-áirde aí an gceann uiball.
ní **DÉARFAIMH** suír é **Taobh** é.
- 2°. An n**DÉARFÁD-SÁ**, a **Tomář**, suír **deasdar** i n-áirde?
Déarfaimh.
An n**DÉARFAIMH**-re suír é **Taobh** a bí ann? ní **DÉARFÁD**.
- 3°. **DÉARFÁD** **Taobh** suír turá a bí ann.
ní **DÉARFÁD** ré suír é **feim** a bí ann
ní **DÉARFAÓ** ré aé an ceapt.
- 4°. **DÉARFAIMH** go leirí go **breacanmai** Tomář in de.
- 5°. Cao **DÉARFÁD** **Siú-SÉ**, a **Uil** é a **Caitlin**? **Déarfaimh**
go **bfuil** an ceapt agat.
- 6°. Tomář é **Taobh**—Ií é an **fuad** céadna a **DÉARFAIDÍS** **Siú**

LESSON LXXX

*(The Verb *deirí*—Imperf. Indic. and Past Subj.)*

- 1°. Ií minic a **DEIRÉAD** Tomář anuairí go **raigí** ré amach
fén rpeir.
- 2°. **DEIRIMH**-SE an **fuad** céadna.
- 3°. Cao **DEIRTEAD-SÁ**, a **Taobh**? ní **DEIRIMH** rioc.
- 4°. **DEIRIMH** go leirí suír maité linn dul amach na **teanntra**.
- 5°. Dá n**DEIRÉAD** **Siú-SÉ** go **raigí** réib amach do **bead**
Tomář rárta.
- 6°. **Fuaire** a **DEIRIDÍS-SÍ** é do bhoí ré rárta, leir.

Note.—Pupils should be taught to form the Imperative Mood by adding the usual endings to **abair** (2nd sing.). See Lessons LIX—LXII.

Exercise LIV

Seo linn do éirí aí an m**DÉARPA** ro :—

- 1°. He used to say that he would like to go to school every day if he knew Irish.

A. I°.

Uliabanta ó róim do bóir Séamur ó Catarais
Máire ní Úrion.

Táid riad rórtá le céile (agá céile).

Si Máire ní Úrion **bean** Séamur **úi** Catarais.

Sé Séamur ó Catarais **fear** Máire ní Úrion
Lánamhá(III) ír ead an beirt.

II°. (a) Tá ceatrar clainne acu—beirt mac,
páirais ó Catarais, é Seán ó Catarais;
é beirt ingean, Nóra ní Catarais é Áine
ní Catarais.

An mó Óuirne clainne atá acu? Ceatrap.

An mó mac? Beirt
(mac).

An mó ingean? Beirt
(ingean).

(b) Tá páirais rórtá ag Líl ní }
Cuiric.
Tá Seán rórtá ag Eiblin ní }
Muireadha.
Tá Nóra rórtá ag Séamur de }
Únileir.
Tá Áine rórtá ag páirais de }
Úrún.

ceitre

Lánamhá.

III°. (a) Tá triúr clainne ag páirais ó Catarais é Líl
ní Cuiric—beirt mac—Tomáir ó Catarais é
Liam ó Catarais; agus aon ingean amáin,
Máire ní Catarais.

Níl aonuine acu ro rórtá fóir, ac **Liam**.

Níl de clainn aige rín fóir ac aon mac amáin;
peadar ír ainn do'n mac rán.

(b) Tá ceatrap clainne ag Seán ó Catarais é Eiblin
ní Muireadha—aon mac amáin, Tadhg ó
Catarais; agus triúr ingean—Caitlin ní
Catarais—é Nóra é Úrigiro. Níor róir
aonuine acu fóir ac Úrigiro; tá aon mac
amáin aici—Páiríonnriar ó Dálaí.

(c) Níl de clainn ag Nóra ní Catarais é Séamur de
Únileir ac aon mac amáin, Úrian de
Únileir.

INTRODUCTION TO

(d) Tá beirte clainne ag Áine ni Cataraig i pádrais de Bhrún—aon mac amáin—pádrais de Bhrún; agur aon insean amáin—maisgheád de Bhrún.

B. I°. Séamur ó Cataraig i fí a tairis an ceathairi úd—pádrais ó Cataraig i Seán ó Cataraig i Nóra ni Cataraig i Áine ni Cataraig.
Si Máire ni Bhrón a mádtair.

II°. Séan-a tairis i fí ead Séamur ó Cataraig do Tomáir, i Máire i Liam i Taobh i Caitlin i Neill i Bhríg (de muinntir Cataraig iad ro go leir); i do Bhrían de Buitléir; i do Muirír de Bhrún i do maisgheád.

III°. Máire ni Bhrón a Séan-mádtair i m go leir clainn ná beirte Driotáir Tomáir i Taobh (Máire i Caitlin, ná Tomáir i Neill, ná Máire i Bhríg).

Clainn ná beirte Deirbhséar Bhrían de Buitléir i Muirír de Bhrún (ná Bhrían i maisgheád).

COL CEATÁIR do Tomáir Taobh (ná Caitlin, ná Neill, ná Bhríg, ná Bhrían, ná Muirír, ná maisgheád).

COL SEISEÁIR do Úeathair ó Cataraig Pribinniúr ó Dálaig.

DRIOTÁIREACÁ ná céile (i d'Éibhlín i do Nóra) ireas pádrais ó Cataraig i Seán ó Cataraig.

DEIRBHSÉARACÁ ná céile (i do pádrais i do Seán) i fí ead Nóra i Áine.

D. Ári an gceathair clainne úd Séamur uí Cataraig—i fí e pádrais i fí Siúil.
I fí Siúil ná Nóra
I fí Siúil Nóra ná Áine.
Áine an té i fí Óige aca.

E. I°. MAC MIC do Séamur ó Cataraig i fí ead Tomáir (i d' Liam, ná Taobh).

INSEAN MIC do ireas Máire ni Cataraig.
MAC INSEAN do i fí ead Bhrían de Buitléir (ná Muirír de Bhrún).

2°. *míseán míse me* ód íp eadó *Maighréad* de *Uíúin*.
 unical vo *Tomáir* (nó *Máire* nō *Liam*) íp eadó
Seán)
$$\left. \begin{array}{l} \text{nó } Uíúan \text{ nō } Muijir \\ \text{nó } Maighréad \end{array} \right\}$$

Aintíl vo *clann* *Þádórais* \sqcap vo *clann* *Seán*
 íp eadó *Uíúra* (nó *Áine*).
 3°. *mac Óriotáir* *atáir* vo *Tomáir* *Tadhg*.
míseán Óriotáir *atáir* vo *Caitlin* (nó
neill nō *Uíúisí*).
mac Deirbhséar *atáir* vo *Uíúan* de *Uinc-*
teip (nó *Muijir* de *Uíúin*).
míseán Deirbhséar *atáir* vo *Maighréad* de
Uíúin.
 4°. Tá *saol* aeu *ran* *go leir* te *céite*. *Saolta* íp
 eadó *iau*.

Exercise LXXXV

Saolunn vo *éup* aip an *mBéarla* ro :—

1°. Do you know who was Mrs. James Casey? Yes
 Her name was Mary Byrne.
 2°. How many children have they? Four, two boys and
 two girls, and all of them married.
 3°. Do you know their grand-children? Yes, there are
 ten (deiseamháip) of them.
 4°. I saw my Aunt and Uncle coming into school yesterday
 5°. Margaret Brown is a first cousin of Patrick Casey.

Exercise LXXXVI

Saolunn vo *éup* aip an *mBéarla* ro :—

1°. Patrick is James Casey's eldest son, and Annie his
 youngest daughter.
 2°. Is Tim Casey older than Frank Daly? Yes, he is his
 uncle.
 3°. Who is Frank's Mother. Brigid Casey was her name.
 She is a sister of Tim's, and she married a man called Richard
 Daly.

4°. She had two sisters, hadn't she ? Yes, Kathleen and Nelly. They are Frank's aunts.

5°. Is Annie Casey married yet ? Yes, ten years ago she married a man called Patrick Brown, and they have two children, Maurice and Margaret

Exercise LXXXVII

Seo lúinn do chup ar an mbéarla ro :—

1°. I haven't seen Lily Quirke since she got married. Have you ?

2°. Yes, I met her a fortnight ago in the city. I'm told she has three children, two boys and a girl.

3°. Are any of them married yet ?

4°. Yes ; the youngest boy William married Thomasina O'Brien, and they have one son, Peter

5°. I see. Peter must be a second cousin of Frank Daly. Frank's mother, Brigid Casey, was a first cousin of William.

Exercise LXXXVIII

Seo lúinn do chup ar an mbéarla ro :—

1°. Do you think are you and Thomas Casey related ?

2°. Yes. I was told that my father was a cousin of his mother.

3°. How many brothers have you ? I have only one, but I have five sisters.

4°. James Casey says he thinks he will see all his grandchildren married.

5°. He must be an old man now. Yes ! he is seventy-eight years of age.

LESSON XCVII

(fíor, aitne, eoláir (eol) ; aitnísíom)

1°. An bhfuil 'fíos agat cia n-é mife ?

Tá 'fíos agam cá raiib Tomáir inoé.

ní 'fíos d'úinn cao a tioe fará ar.

"Saeðeal mife, agus ní h-eol dom gur nár dom é."

2°. Tá aitne m'aict agam-ra oifh-rá, agat-ra oifh-rá.
Tá aitne agam ari a céile.

Tá aitne m'aict agam ari Tomáir, aic mar pín féin, nuaír a Connac m'eo é níor aitníseas é.

“ Aitníseann na comhchoiceann a céile,
Aitníseann an diaibéal a dhúine féinig,
Aitníseann ciaróig ciaróig eile
Aitníseann riorth-fearr feair na feille.”

3°. Níl aon eolais ceapáit agam ari an nGaoilimh fóir, aic b'eo
le congnáim Té.

An bhfuil eolais na rúise agat?

Cóimh fada is a téidéann m'eolais.

Réalt eolais is ea é do lucht foighuma na Gaoilimne.

Exercise LXXXIX

Gaoilimh do cúir ari an mbéala ro :—

1°. You and I are relatives, so we ought to know each other well.

2°. There's no knowing when your mother will come.

3°. I saw her yesterday in your uncle's house, but didn't recognise her.

4°. I shall not be satisfied until I know Irish well.

5°. I don't think I know the way as far as Dublin.

LESSON XCVIII

(*Uses of the Preposition ari*)

1°. We have already seen its use in the radical meaning of on, upon—ari an mbóir; ari an úrláir; ari an mbócair; ari torcáil; ari teiríp.

From this meaning flow, more or less immediately, all its other meanings.

2°. Of time—ari an t-áir, ari an neomáit, ari bhall, ari teachtaí iarráidí.

3°. Of the part affected—Do iusg ré **AR ÉLÉAIS** oifim, ari lánim, ari cónair, ari fiodháin.

4°. In respect of—**Do énn rí ari mhnáib a cónn-áimriúre **AR ÁILNEADÉT** & **AR BREAÍGHÉADÉT**.**

5°. Modal—to denote state or condition—**Ari feabhar, ari fógnam, ari buile, ari meirge, ari croscaid, ari fheadraíán, ari eagla.**

6°. Of measurement—**Ari fáid, ari leithead, ari doimhne, ari aoiúroe.**

7°. To denote the *passive*, with verbal nouns (*cf.* 5°)—**Ari lathairt, ari fágáil.**

8°. Dependent upon—**Ari neasán fágáttair, ari teat-fáil.**

9°. Of price—**Ari fíche punt; ari puntinn.**

10°. Of the feelings, burdens, etc.—**Tá áitair, eagla, easáin, bhrón oípm.**
Cao tá oírt? Bí ré de ériann oípm . . .

Exercise XC

Seolann do éirí ari an mBéarla ro :—

1°. Don't begin to learn your lessons yet ; go out into the air first, and pluck yourselves some apples.

2°. Yes, and I shall come in presently. On coming in I shall do my best to learn a lot of Irish.

3°. When I was out with Tomáir yesterday his dog caught me by the hand, and hurt me very much.

4°. Tomáir is the best boy in the school at reading Irish ; he's not so good at speaking it.

5°. I am somewhat indisposed (*nílím ari fógnam ari fáid*) since yesterday evening. I won't go out to-day for fear I might get cold.

Exercise XCI

Seolann do éirí ari an mBéarla ro :—

1°. This room is eighteen feet (*tríolcste*) long, by (*asur*) fifteen feet wide.

2°. It is five feet longer than the next room.

3°. Did you see that poor man yesterday ? He had only one eye and one hand.

4°. Ten years ago you could get a fairly good horse for twenty pounds.

LESSON XCIX

(Uses of the Preposition *ar*)

- 1°. Local direction—*Ar* *ro* *go* *Seallim*; *do* *éos* *ré* *ar* *an* *mhórca* *é*. *Níl* *aon* *out* *ar* *agat*.
- 2°. Closely connected with this are its other meanings:—
- 2°. Modal—*Ar* *eagair* (disorderly), *ar* *ionad* (dislocated), *ar* *a céile* (asunder), *ar* *reith* (evicted).
- 3° Temporal—*Ar* *ro* *amach*; *ar* *fan* *amach*.
- 4°. Cause or origin:—

A *peiris* a *thain* *pé* *é*.Ná *bí* *ag* *maortheamh* *ar* *do* *maisear*.Proverb—" *Ar* *an* *obair* a *faigtar* *an* *t-eolair*."Cao *ar* *tuait*? = Where are you from?

- 5°. *Do* *glaoðar* *ar* *a* *ainm* *aib* = I called him by *his own* name.
Níor *glaoðar* *ar* *a* *ainm* *é* = I didn't call him by *a nickname*.

Exercise XCII

Seoláinn *do* *éup* *ar* *an* *mhéalta* *ro* :—

- 1°. You had better yield (gentleman) now—you cannot escape.
- 2°. He put his hand in his pocket and took out his pencil and his knife.
- 3°. Do you see that poor man over there? His clothes are all torn asunder.
- 4°. I am determined not to speak any English from this out.
- 5°. I wonder why you stopped learning Irish. I think it must have been out of anger you did it.

Exercise XCIII

Seoláinn *do* *éup* *ar* *an* *mhéalta* *ro* :—

- 1°. I have no esteem for the person who is always boasting of his goodness.
- 2°. Learning is attained by working.
- 3°. What is your name, and where are you from?
- 4°. When I saw Seán yesterday he asked me what was my name and where I was from.
- 5°. He denies having called you by a nickname,

LESSON C

(Uses of the Preposition cum)

- 1° Local direction—*Cum an tobar;* *cum na h-Éigipte.*
- 2°. Temporal—*Cum na bealtaine;* *cum go dtioefaró tu illá labair cum go labarfar leat.*
- 3°. The end or purpose; the result—*Ní peaca é mair ní páid ré ann Cúige.*

“A Dingle túil, do éuir Dia i n-aice liom,
Treasúris fearrda mé, coiméad ó peacád mé,
Deir ruair m’ anam bocht raoí go fiaicír leat,
C’r Cúige ceapad t’ne spárt’ an achar tu.”

Tá an Gaoluinn ag dul **cum deire** fa ceanntarí ro
Tá pí ag dul **cum cinn** go mairt aonair
Raigír pí **cum críche** duit luat ní mall.

Exercise XCIV

Scoilinn do éur aí an mBéarla ro:—

- 1°. My uncle is over in America, but my mother says he'll come back to Ireland some day.
- 2°. My little sister will be thirteen years of a e next May
- 3°. I won't read my lesson until you come in.
- 4°. Tomáí d dn't see Tadhg ihat day because he wasn't there to be seen.
- 5°. I'm afraid Irish is not at all going ahead in this district.
- 6°. Don't you know very well it was for that purpose he came?
- 7°. I know it will turn out to your advantage to be learning Irish.
- 8°. The object of his visit was to see how many people were here.
- 9°. Come over here to me and read your lesson.
- 10°. It's a good thing not to speak until you are spoken to

LESSON CI

(Uses of the Preposition do)

- 1°. Motion towards—*Do'n tobar;* *do'n tír min.*
- 2°. Purpose—*O'fearaínt=to see* (but *fearaínt* is now used

A. I°.

Uliadanta ó foin do phór Séamur ó Cataraig
Máire ní Óróin.

Táid riad phórtá le céile (agá céile).

Si Máire ní Óróin **bean** Séamur **uí** Cataraig.

Sé Séamur ó Cataraig **pear** Máire ní Óróin
Lánaína (III) ír ead an beirt.

II°. (a) Tá ceatrar clainne acu—beirt mac,
pháirais ó Cataraig, ag Seán ó Cataraig;
ag beirt ingean, Nóra ní Cataraig ag Áine
ní Cataraig.
An mó **Uilim** clainne atá acu? Ceatrap.
An mó mac? Beirt
(mac).

An mó ingean? Beirt
(ingean).

(b) Tá pháirais phórtá ag **Lil** ní }
Cuiric.
Tá Seán phórtá ag **Eiblin** ní }
Phircadha.
Tá Nóra phórtá ag Séamur de }
Uitléir.
Tá Áine phórtá ag pháirais de }
Óruán.

III°. (a) Tá triúr clainne ag pháirais ó Cataraig ag **Lil**
ní Cuiric—beirt mac—Tomáir ó Cataraig ag
Liam ó Cataraig; agus aon ingean amáin,
Máire ní Cataraig.

Nil aoinne acu ro phórtá fór, ac **Liam**.

Nil de clainn aige rím fór ac aon mac amáin;
Peadar ír ainn do'n mac rán.

(b) Tá ceatrap clainne ag Seán ó Cataraig ag **Eiblin**
ní Phircadha—aon mac amáin, Tadh ó
Cataraig; agus triúr ingean—Caitlin ní
Cataraig—ag Nóra ag Óriúid. Niop phór
aoinne acu fór ac Óriúid; tá aon mac
amáin aici—Bhíomhriar ó **Dálaig**.

(c) Nil de clainn ag Nóra ní Cataraig ag Séamur de
Uitléir ac aon mac amáin, Óriúan de
Uitléir.

INTRODUCTION TO

(d) Tá beirt clainne ag Áine ni Catarais i pártais
de Bhrún—áon mac amáin—pártais de
Bhrún; agur áon inéan amáin—Maighréad
de Bhrún.

B. I°. Séamur ó Catarais íp ÁCTAIR an ceathair úo—
pártais ó Catarais i Seán ó Catarais i
Nóra ni Catarais i Áine ni Catarais.

Si máire ni Bhrón a MÁCTAIR.

II°. SEAN-ÁCTAIR íp ead Séamur ó Catarais do
Tomáir, i Máire i Liam i Tadh i Caithlin i
Neill i Bhríg (de muinntir Catarais iad ro
go leir); i do Bhrían de Buitléir; i do
Muirír de Bhrún i do Maighréad.

III°. Máire ni Bhrón a SEAN-MÁCTAIR rín go leir
clainn ná beirte DRIOTÁIR Tomáir i
Tadh (Máire i Caithlin, ná Tomáir i Neill,
ná Máire i Bhríg).

CLAINN NÁ BEIRTE DEIRBSEAR Bhrían de
Buitléir i Muirír de Bhrún (ná Bhrían i
Maighréad).

COL CEÁCTAIR do Tomáir Tadh (ná Caithlin, ná
Neill, ná Bhríg, ná Bhrían, ná Muirír, ná
Maighréad).

COL SEISEAR do Úeadaír ó Catarais Bróninn-
riar ó Dálaí.

DRIOTÁIREACA ná céile (i dTeoblín i do
Nóra) ireadh pártais ó Catarais i Seán
ó Catarais.

DEIRBSEARACA ná céile (i do Úeadaír i do
Seán) íp ead Nóra i Áine.

D. Áran gceathar clainne úo Séamur uí Catarais—
i) e pártais íp Sime.

ii) ríne Seán ná Nóra

iii) ríne Nóra ná Áine.

Áine an té íp Óige aca.

E. I°. MAC MIC do Séamur ó Catarais íp ead Tomáir
(ná Liam, ná Tadh).

inéan MIC do ireadh Máire ni Catarais.

MAC INÉINE do íp ead Bhrían de Buitléir (ná
Muirír de Bhrún).

1°. *insean inseine* ós iŋ ead *Maighréad* de *Uíruin*.
uncal vo *Tomář* (nó *Máire* nó *Uíam*) iŋ ead
Seán) {
 nō *Uíruan* nō *Máirí*
 nō *Maighréad*

2°. *aintín* vo *élaínn* *Þádormais* γ̄ vo *élaínn* *Seám*
 iŋ ead *Uíóra* (nó *Áine*).
mac Óriotář *atár* vo *Tomář* *Távř*.
insean Óriotář *atár* vo *Caitlín* (nó
Uíell nō *Uíigro*).
mac Deirbhséar *atár* vo *Uíruan* de *Uinnt-*
réip (nó *Máirí* de *Uíruin*).
insean Deirbhséar *atár* vo *Maighréad* de
Uíruin.

3°. *Tá* *saol* aeu *fan* *so* *léip* te *céile*. *Saolta* iŋ
 ead *iau*.

Exercise LXXXV

Saolann vo cíup ari an mBéarla ro :—

1°. Do you know who was Mrs. James Casey? Yes
 Her name was Mary Byrne.
 2°. How many children have they? Four, two boys and
 two girls, and all of them married.
 3°. Do you know their grand-children? Yes, there are
 ten (deicniúbair) of them.
 4°. I saw my Aunt and Uncle coming into school yesterday
 5°. Margaret Brown is a first cousin of Patrick Casey.

Exercise LXXXVI

Saolann vo cíup ari an mBéarla ro :—

1°. Patrick is James Casey's eldest son, and Annie his
 youngest daughter.
 2°. Is Tim Casey older than Frank Daly? Yes, he is his
 uncle.
 3°. Who is Frank's Mother. Brigid Casey was her name.
 She is a sister of Tim's, and she married a man called Richard
 Daly.

4°. She had two sisters, hadn't she ? Yes, Kathleen and Nelly. They are Frank's aunts.

5°. Is Annie Casey married yet? Yes, ten years ago she married a man called Patrick Brown, and they have two children, Maurice and Margaret

Exercise LXXXVII

Seo linn do chur ar an mbéarla ro :—

1°. I haven't seen Lily Quirke since she got married. Have you ?

2°. Yes, I met her a fortnight ago in the city. I'm told she has three children, two boys and a girl.

3°. Are any of them married yet ?

4°. Yes ; the youngest boy William married Thomasina O'Brien, and they have one son, Peter

5°. I see. Peter must be a second cousin of Frank Daly. Frank's mother, Brigid Casey, was a first cousin of William.

Exercise LXXXVIII

Seo linn do chur ar an mbéarla ro :—

1°. Do you think are you and Thomas Casey related ?

2°. Yes. I was told that my father was a cousin of his mother.

3°. How many brothers have you ? I have only one, but I have five sisters.

4°. James Casey says he thinks he will see all his grandchildren married.

5°. He must be an old man now. Yes ! he is seventy-eight years of age.

LESSON XCVII

(Fíor, aitne, eoláir (eol) ; aitnísíom)

1°. An bhfuil 'fíos agat cia n-é mire ?

Tá 'fíos agam cá náib Tomáir inoé.

ní 'fíos d'úinn ead a tioeáirí ar.

“Saeoéal mire, agus n-é eol dom suí nári uam é.”

2°. Tá aitne mairt agam-ra oifig-ra, i agat-ra oifig-ra.
Tá aitne agam ari a céile.

Tá aitne mairt agam ari Comáir, aicé marpimín, nuair a connac moe é níos aitniseas é.

“ Aitniseann na comhchoiceann a céile,
Aitniseann an diaibéal a thuine péimis,
Aitniseann ciarós ciarós eile
Aitniseann fiosr-feair feair na feille.”

3°. Níl aon eolais ceapáit agam ari an nGaothuinn fóir, aicé bero te consnamh Dóe.

An bhfuil eolais na ruighe agat?

Cóimh fada ír a téidéann m'eolais.

Réalt eolais ír eadó é do lucht foighuma na Gaothuinne.

Exercise LXXXIX

Gaothuinn do éirí ari an mbéarla ro:—

1°. You and I are relatives, so we ought to know each other well.

2°. There's no knowing when your mother will come.

3°. I saw her yesterday in your uncle's house, but didn't recognise her.

4°. I shall not be satisfied until I know Irish well.

5°. I don't think I know the way as far as Dublin.

LESSON XCVIII

(*Uses of the Preposition ari*)

1°. We have already seen its use in the radical meaning of on, upon—*ari an mbóir*; *ari an úrláir*; *ari an mbóthar*; *ari toras*; *ari teipe*

From this meaning flow, more or less immediately, all its other meanings.

2°. Of time—*ari an t-úir*, *ari an neomáit*, *ari ball*, *ari teacht iarras* dom.

3°. Of the part affected—*Do iugr ré AR CLUAS* oifig, *ari láim*, *ari cail*, *ari fiosrúilas*.

4°. In respect of—**Το** έιναι **ρι** αρ **πηνάιθ** **α** **σόμ-αιμριμ** **αρ** **άιηνεαςτ** **γ** **αρ** **ορεαζέαςτ**.

5°. Modal—to denote state or condition—**αρ** **ρεαθαρ**, **αρ** **ρόγναμ**, **αρ** **υντε**, **αρ** **μειργε**, **αρ** **εροσαθ**, **αρ** **ρεαθράν**, **αρ** **εαγτα**.

6°. Of measurement—**αρ** **ραιο**, **αρ** **τειτεαο**, **αρ** **τουμήνε**, **αρ** **λοιψοε**.

7°. To denote the *passive*, with verbal nouns (*cf.* 5°)—**αρ** **ταθαιρτ**, **αρ** **ραζάιτ**.

8°. Dependent upon—**αρ** **νεαράν** **ραζάλταιρ**, **αρ** **τεατ-ράιτ**.

9°. Of price—**αρ** **ριέ** **ράιτ**; **αρ** **ριμσιμ**.

10°. Of the feelings, burdens, etc.—**τά** **άταρ**, **εαγτα**, **εατύ**, **ηρόν** **ορμ**.

Σαντανην **το** **ένηρ** **αρ** **αν** **πιθέαρτα** **ρο** :—

1°. Don't begin to learn your lessons yet ; go out into the air first, and pluck yourselves some apples.

2°. Yes, and I shall come in presently. On coming in I shall do my best to learn a lot of Irish.

3°. When I was out with **Τομάρ** yesterday his dog caught me by the hand, and hurt me very much.

4°. **Τομάρ** is the best boy in the school at reading Irish ; he's not so good at speaking it.

5°. I am somewhat indisposed (**νιλιμ** **αρ** **ρόγναμ** **αρ** **ραο**) since yesterday evening. I won't go out to-day for fear I might get cold.

Exercise XC

Σαντανην **το** **ένηρ** **αρ** **αν** **πιθέαρτα** **ρο** :—

1°. This room is eighteen feet (**τριοιςτε**) long, by (**εσυρ**) fifteen feet wide.

2°. It is five feet longer than the next room.

3°. Did you see that poor man yesterday ? He had only one eye and one hand.

4°. Ten years ago you could get a fairly good horse for twenty pounds.

Exercise XCI

Σαντανην **το** **ένηρ** **αρ** **αν** **πιθέαρτα** **ρο** :—

1°. This room is eighteen feet (**τριοιςτε**) long, by (**εσυρ**) fifteen feet wide.

2°. It is five feet longer than the next room.

3°. Did you see that poor man yesterday ? He had only one eye and one hand.

4°. Ten years ago you could get a fairly good horse for twenty pounds.

LESSON XCIX

(Uses of the Preposition *ar*)

1°. Local direction—*Ar* *ro* *so* *Saillim*; *do* *tóis* *ré* *ar* *an* *mbóra* *é*. *Níl* *aon* *duit* *ar* *agat*.

Closely connected with this are its other meanings:—

2°. Modal—*Ar* *eagair* (disorderly), *ar* *ionad* (dislocated), *ar* *a céite* (asunder), *ar* *reith* (evicted).

3°. Temporal—*Ar* *ro* *amac*; *ar* *rán* *amac*.

4°. Cause or origin:—

A *feinig* *a* *thim* *ré* *é*.

Ná *bí* *ag* *maortheamh* *ar* *do* *maitear*.

Proverb—“*Ar* *an* *obair* *a* *faigtar* *an* *c-eol* *ar*.”

Cao *ar* *tuist*? = Where are you from?

5°. *Do* *glaoðar* *ar* *a* *ainm* *aip* = I called him by *his own* name.

Níor *glaoðar* *ar* *a* *ainm* *é* = I didn't call him by *a nickname*.

Exercise XCII

Saolunn *do* *éup* *ar* *an* *mBéarla* *ro* :—

1°. You had better yield (geilleadh) now—you cannot escape.

2°. He put his hand in his pocket and took out his pencil and his knife.

3°. Do you see that poor man over there? His clothes are all torn asunder.

4°. I am determined not to speak any English from this out.

5°. I wonder why you stopped learning Irish. I think it must have been out of anger you did it.

Exercise XCIII

Saolunn *do* *éup* *ar* *an* *mBéarla* *ro* :—

1°. I have no esteem for the person who is always boasting of his goodness.

2°. Learning is attained by working.

3°. What is your name, and where are you from?

4°. When I saw Sean yesterday he asked me what was my name and where I was from.

5°. He denies having called you by a nickname.

LESSON C

(Uses of the Preposition cum)

- 1° Local direction—*Cum an tobaíp*; *cum na h-Éigipte*.
- 2° Temporal—*Cum na bealtaine*; *cum go dtioepríod tu illa labair cum go labaircap leat*.
- 3° The end or purpose; the result—*Ni peaca é mar ní pairibh ré ann Cúise.*

“A Aingil túil, do chuir Dia i n-aice liom,
Treasúrach fearda mé, coiméad ó peacád mé,
Seirí ruair m’ anam bocht raon go fhlaitír leat,
C’r Cúise ceapad tré ghrárt’ an Astar tu.”

Tá an Saolúinn ag túil **cum deire** rá ceannasaí ro

Tá ré ag túil **cum cinn** go mairt aonair

Ragair ré **cum críche** túuit luat nō mall.

Exercise XCIV

Saolúinn do chur aip an mBéarla ro :—

- 1°. My uncle is over in America, but my mother says he'll come back to Ireland some day.
- 2°. My little sister will be thirteen years ~~of age~~ next May
- 3°. I won't read my lesson until you come in.
- 4°. Tomář d dn't see Tadhg that day because he wasn't there to be seen.
- 5°. I'm afraid Irish is not at all going ahead in this district.
- 6°. Don't you know very well it was for that purpose he came?
- 7°. I know it will turn out to your advantage to be learning Irish.
- 8°. The object of his visit was to see how many people were here.
- 9°. Come over here to me and read your lesson.
- 10°. It's a good thing not to speak until you are spoken to

LESSON CI

(Uses of the Preposition do)

- 1°. Motion towards—*Do'n tobaíp*; *do'n típ rím*.
- 2°. Purpose—*O'fearaingt=to see* (but *fearaingt* is now used

absolutely in W. Munster), especially in verbal noun phrases :—

Úa máit liom an rgeál rán **do** čuisgint.

Úa máit liom an obair reo **do** déanamh san moill.

3° To denote the agent with verbal nouns —

Ari teadct a Úaile **dom** do chuaðar a chonlað.

Níor labair ré focal ag tabhairt an ailtíodh thí **dd**.

4° Possessive—Cao ír ainn **dom**? Séadna ír teiríol **do'n** széal.

Mac nriotáir atáir **dom** ír eadó é.

5°. Of the recipient—Do tugs mo mátarír fíollings **dom** inoé.

Exercise XCV

Seo lúinn do chup ari an mbéarla ro :—

1°. If you want to understand Irish you must study it

2°. If I tell you to do something (nír aipíte) will you do it?

3°. I always eat my dinner immediately on coming in from school.

4°. They will ask you, when you go to school, what your name is.

5°. Whenever I am given some money I feel very satisfied

LESSON CII

(*Uses of the Preposition do*)

1°. Local direction—Nuair a taimis Tomáir anuair **do'n** CRANN
Óiméis ré a Úaile.

Hence—

2°. Partitive—Annían do ríctair ré roinnt eile **doibh**.

Níor léigear an rgeál go léir, ac léigear **cuid**
do.

When the noun following the partitive noun is *indefinite* the genitive is used :—

Úa máit liom bláipe **ARÁIN**.

But—Do tugsadh vom bláipe **do'n** **ARÁN** ab' fearr in
Eirinn.

So—Óráppi ré oínm bhráon **uisce** do tlaílairt aod.

But—Do bheinn rípta le bhráon **do'uisce** na **laoi**
o'ol.

3°. Origin or cause (the idea of *separation*)—

Cé'n' **diob** tu ?=To what family do you belong ?

O'fán ré ixtis **d'eagla** go bhuigeadh ré plágoán.

4°. Of the material (as distinct from the instrument) :—

Do tion ré an coipeán **d'uisce**.

But—**Do** tion ré **le cupán** é.

Catom a tdeanfapá ragairt **diot** ?

Do dheim liciní rílinne **de'n airgead** ?

5°. Temporal—**De ló** iñ **d'oiðce**.

6°. Modal—**O'inctis** ré **de líom** tár an bphalla.

Exercise XCVI

Seo lúinn do cup ari an mbéarla ro :—

1°. I told him to come down from the tree, but he stayed up in it for twenty minutes.

2°. You'd better come down when you have some more of those apples plucked.

3°. I couldn't read the whole of the book yesterday, but I read a portion of it.

4°. I think this is a bit of the best bread in Ireland.

5°. He asked me for a piece of bread, but I had none to give him.

Exercise XCVII

Seo lúinn do cup ari an mbéarla ro :—

1°. I should like a drop of water, I'm so thirsty.

2°. I should prefer a drop of the well-water to a drop of the river-water.

3°. You had better remain indoors to-day for fear you might catch cold.

4°. Will you please fill this cup with water for me ?

5°. I think Domhnall O'Sullivan will be made a priest some day.

LESSON CIII

(*Uses of the Preposition in*)

1°. Local—Tá a lán aifisíodh agam ixtis **sa spáran** ro.

2°. Temporal—**Τάινις** Tomáir anuas de'n ériann **I 3cinn** cúis neomataí.

Ní féidir mórán oibre a déanam **I n-deon uair an cluig** airmáin.

3°. Modal (state or condition) :—

Téigim go dtí an t-áiríteann **am' éuis** saoimhneach agus.

Tá an ríseal **sa cheart** agus anois.

4°. Purpose, result—**Raighair** ré **I dtairbe** duit luat ná mall.

Raighair ré **I sochair** agus **I soleas** duit.

5°. To express *comparative* with **uul**, etc. :—

Proverb—“**Ag uul I n-deois ag uul I n-olcas.**”

Tá an airmír ag uul **I bhuaire** ó ló go ló.

Do éuathair **I 3cochuirí** go mór ó fion.

Tá ré ag uul **I nádairí** i n-aighair an lae.

Exercise XCVIII

Seoilimh do éup ari an mBéarla ro :—

1°. He puts all the money into a little box that he has.

2°. I shall go there to-morrow, but I shall return at the end of a week.

3°. I don't rightly understand why you don't learn Irish.

4°. I'd rather go to Mass on foot than on horseback.

5°. This business will turn out to your advantage sooner or later.

Exercise XCIX

Seoilimh do éup ari an mBéarla ro :—

1°. It's a case of “getting older getting worse” with you.

2°. If the weather gets any colder I shall have to remain indoors.

3°. Tomáir told me I had got much stouter since he saw me last.

4°. It's a great pity that he is growing bolder every day.

5°. I should like the weather to get much hotter.

LESSON CIV

(Uses of the Preposition le)

1°. Local—**Úi a lán** peictiúirí ari croscaí **leis an bhalla.**
D'imirig an feair docht **leis an aill.**

2° Temporal—**Cáim** anna **le fada** (le feachtam, le mí, le bliadain).

Cáim ag roghairim na Gaeilge **leis na bliadánaithe.**

3°. Cause ; accompanying circumstances :—

Do bhrisear mo corp inmhe, **g** do chuaibh ar i laige **le neart an tinnis.**

Níor chaitear leir, **le h-eagla** go mbuaileann é.

Proverb—“**Tágann maití le cairde.**”

4°. Instrumental—**Do** gearrhaí mo mheair **le scin.**

Ní **le peann** a ghríobháir an ceacht aic **le peann-luailthe.**

5°. Object, result—**Tá** **ré** **ag** **dui** **le filíochacht** aonair.

Tá **ré** **ag** **imteacht** **le fuaidh** **g** **le fán.**

6°. Passive, with transitive verbal :—

Níl aon Gaeilge **le fáisail** **ra** **ceanntar** **ro.**

Níl **rioc** **le déanamh** **agam** aonair.

7°. Purpose or futurity, with noun of intransitive verb :—

Tá **timile** **le teideal** **fóir.**

8°. With adjectives denoting likeness (and analogically) unlikeness :—

Tá **Tomáir** **ana-deallraeas** **len' aghaidh**

9°. With nouns and verbs of addressing, listening, etc. :—

“**Níl** **lathair** **cum** **go lathairtear** **leat.**”

Níor b' **fiú** **teat** **beidh** **ag éirteacht** **leis.**

10°. Ownership—**Is** **liomsa** **an** **leabhar** **fan.** **Níl** **le** **taobh.**

11°. Subjectivity—“**Is** **maití** **liom** **tae** **aic** **ní** **maití** **dom** **é.**”

Ní **doibh** **liom** **go** **dtiocfaidh** **ré** **g** **n-aon** **corp.**

Exercise C

Gaeilge **do** **éirí** **aic** **an** **mheala** **ro** :—

1°. He was hanging down the wall for a long time.

2°. I have been learning Irish for the past ten years.

3°. I had to laugh through sheer gladness when I saw him coming.

4°. Don't touch that knife for fear you might cut your finger with it.

5°. If you have a pencil you may as well write your lesson with it.

Exercise CI

Seo lúinn do chúir aip an mBéarla ro :—

1°. If you've nothing to do inside you'd better go out into the air.

2°. I'm afraid there's more misfortune to come on this country yet.

3°. I never saw two people so like each other as Tomáir and his father.

4°. No one would think it worth his while to be listening to English as compared with Irish.

5°. You like whisky, but I'm afraid it's not good for you.

LESSON CV

(Uses of the Preposition **ó**)

1°. Local separation—Tá ré timcheall céadó i tóir fiúró mile
ó CORCAIS go bl' at' Cliat.

2° Temporal separation—Ó són : FAO ó.

Do lean an cneideam i n-Éirinn ó
AIMSIR Írlandais i leit.

3°. Agent (with passive)—Do n-oibriongseadh ó ÓÍA é.

4°. Origin, cause, motive—Tugann atáir Tomaír a lán aifrigio
uaidh.

Ó'n iomad dúnil i n-aifrigeadh i
eab' tagann clámpair i aif-
near i gairmealair go minic.

Exercise CII

Seo lúinn do chúir aip an mBéarla ro :—

1°. As you go from Cork to Dublin you'll see a great many beautiful places.

2°. Many strange things have happened in Ireland since the time of St. Patrick.

3°. If you give away a lot of money you will get a reward from God.

4°. The neglect of Irish springs largely from excessive love of English.

5°. I saw my father this time last year ; I haven't seen him since.

LESSON CVI

(*Uses of the Preposition Fé*)

1°. Local—*Úbor amuis Fé'n spéir* inoé.

Níl aon áit fé luirge ná gréine nior daibh ná Éire.

2°. Temporal—**Fé mairidin** (before morning).

Fé láchair (at present).

3°. Of motion towards—*Oo éasadh amach Fé'n dtaidí* inoé.

4°. Modal—*Saoisal fada Fé séan* **g** *Fé sonas* tuit.

Fé bráca an tsonair

5°. Partitive—*Seobaird tú a cùis Fé'n gceád* ar do éuid aifisio

6°. Multiplicative—*A do Fé óó*, rinn a ceatáir.

7°. Causal—*Cao fár' énuituis* Táin rinn ?

8°. Special—*Cuirfear Fé grád sazairt* tu lá éigim.

 ' Cuirfimí rinn féin Fé'd' coimirce, **g** náomh-
mástarí Dé.'

Exercise CIII

Saoiunn do éirí ari an mBéarla ro :—

1°. If we go into the open air every day we needn't fear (ní baogas tóimh) any sickness.

2°. I am learning Irish at present, and I shall continue to do so for ever so long.

3°. If you do as I tell you you'll obtain 6 per cent. on your money.

4°. I tried it (oo túsar fé) two or three times, but finally I had to give it up.

5°. I think it would be a great thing if I were ordained priest.

LESSON CVII

(Uses of the Prepositions **FAN**, **UM**)**FAN** :—1°. Of time—**Do** éuasdar go **Bl'áit** Cliat an tá úd u t'fionar ann **FAN NA SEACHTMÁINE**.Níorí **rtád** rí aé ag caint **FAN NA h-AIMSIRE**.2°. Of place—**Tá** **reoir** annan **FAN AN FÁIL** ó céann ceann an **treomra**.**UM** :—1°. Temporal—**Tá** **rún** **agam** go **mber** **riotháin** **agam** **um** **NUIDLÍS**.2°. Causal—**Uime sin** if eaó do **tánaig** ipteac.3°. Local—**Ná** **cuir** do **cóta** **mór** **umar** go **úti** so **na** **gárait** **amach**.

Exercise CIV

Seo linn do éirí aí an mbéarla ro :—

1°. She was learning Irish as hard as she could the whole time.

2°. There he was, walking to and fro along the floor from morning to night.

3°. By the time (um an **útaea** go . . .) Xmas comes we shall know a lot of Irish.4°. The reason why (ír **uime** . . .) I came here to-night was to learn some Irish.

5°. I always put on an overcoat when I go out in winter.

LESSON CVIII

(The Relative Particles,¹ **a**, **do**, **a t'**)

Relative particles are either Direct or Oblique. The former are used for Nomi. and Accus., the latter to express Gen. or Dat. (Ablative and Instrumental) relations.

¹ For a fuller treatment of the Irish Relatives see *Studies in Modern Irish*, Part I, pp. 88-141.

Direct Relatives :—

1°. Δ (causes aspiration ; it does *not* combine with no in past tense) :—

Nom.—“ Δ ri n-aclair Δ tâ ari neamh.”

“ Δ ri matimhio-ne do cás Δ cionn-tuisgeann ‘n-ári n-aigfaró.”

“ An bhean éor-nochtaithe ír i Δ bî ann” (Seadna, 91).

Proverb : “ Ir mairg a bionn tios ag an cásad bheanam.”

Accus.—Sír é an gairrún Δ connac moé, γ é ag rícteacha ná n-uball.

Ré riú Δ déanfaró tu, deim go maic é.

2°. DO (causes aspiration) :—

Accus.—Proverb : “ An riú DO cloíreacha an cluair ír é a chuirpeann buaírt ari an gceannró”

Nom.—Ni feaca riú an bheirt $\text{DO}b$ ’ feadhrí ná iad.

Tairisfriú ré leir an uile òinne DO cloíreacha é.

3°. Δ $\text{ó}'$ (causes aspiration of initial f , before which, and vowels, it is mainly used) :—

Nom.—An té Δ Ó'éiríseann go moé bionn an riú ari.

Accus.—Ir mó ríseal Δ Ó' feadófarann innriunt duit.

4°. The Relative particle (Nom. and Accus.) is frequently understood :—

Accus.—Cao é an tairisbe . . . feadófaró ré a déanam?

Nom.—Sín é . . . milleann mé.

Exercise CV

Gaoilinn do chur ari an mBéarla ro :—

1°. Do you see those books that are over there on the table? Yes. Give them to me.

2°. That's the gentleman whom I saw going to the fair yesterday.

3°. There is not a language in the world finer or sweeter than Irish.

4°. The story that I heard last week didn't please me a bit.

5°. I never saw two persons who loved each other better than they (ba mó cion ari a céite).

Exercise CVI

Seolann do chur ari an mBéarla ro :—

1°. Whoever rises early to-morrow will be the first to pluck the apples.

2° Tomář says it was he who climbed the apple-tree yesterday.

3°. I could tell you many a story about those same apples.

4°. He asked me what good I could do him.

5°. I will give you anything at all you ask me for.

LESSON CIX

(*The Oblique Relatives*)

1°. A (causes eclipsis ; combines with *ro* in past tense, giving *ari*, which causes aspiration. In Munster it is used chiefly with *rut*, *mar* (where), or a preceding preposition, and in the question : *Cia' ri* *thioth* . . . ?) :—

Dat.—*Sro* é an feap **O' ÁR** *cúgar* an *τ-áigsead* *ro*.

O *rugad* *air* *rut* A *raib* *o' uain* *aige*
imteac

Fan *mar* A *úfuit* *agat*.

Gen.—(Outside Munster) :—

Sro é an feap **ÁR** *coind* *mé* *n-a* *cis* *ařeir*.

Sro i an *bean* A *úfuaip* a *feap* *bár* *anuairid*.

2°. So (causes eclipsis ; combines with *ro* in past tense, giving *sun*, which causes aspiration. It is not used preceded by a simple preposition. *Sun* is also used with the verb *ir* even outside the past tense) :—

Dat.—**O** *connac* *feap* *inre* **SURB** *ainn* *ro*
Tomář *o* *n-aodha*.

Ir *mó* *duine* **SO** *mbionn* *ařigead* *aige* *η* *na*
deineann *ře* *don* *τaiřbe* *oř*.

INTRODUCTION TO

Proverb: "An té leir SUR cumhang fágad?"
 An bfuil aomne annro SURB ainn tu
 Tádhs?

Gen.—Ir mór an tmaig an feair SO bfuil a bhean
 na h-omraig.

Ceirt ireas i gín SURB' fúiríerte a réidteas.

Rud is ead é gín SO bfuilim n-a gáthair so
 mór.

3°. n-a (causes eclipsis; combines with -r in past tense, giving n-á, which aspirates. n-á is also used with the verb ir, even outside the past tense):—

Dat.—An bfeiceann tu an gárrún n-a bfuil an
 caipín donn air?

Cao é an ceanntar n-áRb ar tu?

Gen.—Ni bionn aon mear ar an té n-áRb é a
 Ois a bholg.

Exercise CVII

Seolunn do cairi ar an mheárla ro (Rel. a, ar):—

1°. Tomáir came in before I went out.

2°. He told me to remain where I was or that it would be all the worse for me.

3°. This is the man to whom I gave the money I had in my purse yesterday.

4°. Avoid the man who gets angry without cause.

5°. It's the man to whom you give your wealth who will ultimately destroy your reputation.

Exercise CVIII

Seolunn do cairi ar an mheárla ro (Rel. so, gur):—

1°. The man who has money is generally dissatisfied.

2°. It is a good thing to avoid the person who has two strings to his bow.

3°. He who has more wealth than wisdom is a dangerous person.

4°. Avoid the man whose reputation is lower than his riches.

5°. If I could catch the person who had a hand in this business I should make things hot for him.

Exercise CIX

Seo lúinn do chup aip an mBéarla ro (Rel. n-á, n-áip) :—

- 1° People usually respect those whom they fear.
- 2° I don't know which of us knows Irish best.
- 3° May I (aip mífroe tuom . . .) ask you what district you are from ?
- 4° Is this the man in whose house you slept last night ?
- 5° He is a man whose father was a villain.

LESSON CX

(*Negative and Compound Relatives*)

- 1° Negative Relatives—nÁ, nÁC, and nÁR (past tense). Used both as Direct and Oblique. nÁ does not affect a consonant, but prefixes n- to a vowel ; nÁC eclipses ; nÁR aspirates. In Munster nÁC is generally used only with the verb is (outside the past tense) :—

Nom.—An té nÁ n-éigiseann go moé ní bionn an náct aip.

Gen.—Is truaig an té nÁ fuit a chiall aé cuiðraé.

Dat.—Is mairg an feair nÁ tuiginn a bhean uó ruairíneáir.

Accus.—Rúr nÁR ñeimh ní coidír tu beirt cionntaé ann.

- 2° Compound Relatives—á (causes eclipsis) ; aip (with past tense) causes aspiration ; used both as Direct and Oblique. But observe that *the relative element* is always either Nom. or Accus. :—

Nom.—Nil aon tréo aé a bfuil o'airgead aige.

Gen.—Ní ñeantad é tréir a bfeaca aip riubhal annró.

Dat.—Nil aon mear aige riúd aip a bfuil o'airgead aige

Accus.—“ Cífeam a bfeicfeam.”

Exercise CX

Seo lúinn do chup aip an mBéarla ro (Neg. Rel.) :—

- 1° The man who doesn't do his best will never succeed.

2°. It's a pity of the man whose wife has no sense.
 3°. Don't complain to him who has no pity for your sorrow.
 4°. A man who never did his best ought never to succeed.
 5°. He for whom it were not amiss to weep had better not laugh.

Exercise CXI

Seoimhinn do chur ar an mBéarla ro (Compound Rel.) :—

1°. It's extraordinary how much money he has
 2°. You ought to learn Irish after all you see of it going or around you.
 3°. I have great esteem for all the Irish that I have.
 4°. It would be a great thing if we thoroughly understood all that we see.
 5°. All your performances earn only contempt.

LESSON CXI

(*Double Relative Construction*)

1°. Compare—(a) *If* *doic* *liom* *Siur* *rsphioibar* *teitip* *cúsgat* *inté*,
 and—(b) *Cé* *is* *doic* *leat* *do* *rsphioib* *teitip* *cúsgat* ?
 Or—(a) *Meárainn* *tu* *so* *ntéanfainn* *maitear* *duit*,
 and—(b) *Cao* *é* *an* *mait* *A* *meárainn* *tu* *A* *ntéanfainn* *duit* ?
 Or—(a) *Dubart* *leat* *go* *ntéanfainn* *duit* *é*,
 and—(b) *Sin* *é* *ripreas* *an* *jur* *A* *dubart* *leat* *A* *ntéanfainn* *duit*.

Exercise CXII

Seoimhinn do chur ar an mBéarla ro :—

1°. Who do you think climbed the apple tree yesterday ?
 2°. What work do you think I ought to do now ?
 3°. This is exactly the sort of thing he told me I ought to do.

4°. You are not at all the person I thought I should see.

5°. If that is what you thought you would get you are greatly mistaken.

6°. Your father says that Seán is not the sort of boy he thought would be suitable for you.

7°. Which language do you think is the sweetest and finest of all that there are?

8°. This is the man that, Tomář says, was plucking the apples all last Autumn.

9°. This is exactly the sort of thing I always tell you I should like to do for you.

10°. What did you tell me you would do when you came home?

LESSON CXII

(*Relative in Compar. and Superl. Clauses*)

There is no such thing, formally, in Modern Irish as a comparative or superlative adverb. Furthermore, except where the sentence *begins* with a comparative clause, there is always a relative particle, expressed or understood:—

Non-relative—"IS FEARR AN MÁIT ATÁ NÁ AN DÁ MÁIT
DO BÍ."

• Relative—NÍL AOINNÍD ANN IS FEARR NÁ É.
NI FÉACA NIAMH AOINNE ÁB' FEARR LIOM
NÁ É.

"ÍR É IS FEARRA DUIT A DÉANAMH AN CÉIRT
RIN DO CUP CÚICÍ FÉIN."

Frequently we have *double* Relative construction in Irish, to express the meaning of the English Comparative or Superlative adverb:—

Superlative—ÍR DÓIC LÍOM GUÍR CÚRA IS FEARR A DÉIN-
EALLÍ AN OBAIR.

Comparative—NÍL AOINNE ANN IS FEARR A DÉINEANN AN
OBAIR NÁ CÚRA

Exercise CXIII

Seo lúimh do cùrp ari an mheala ro:—

1°. No one knows better than he how to do that.

2°. He says that that is the work which he knows best.

3°. I say you did it worse to-day than you did yesterday.
 4°. The best thing you can do is to put the question to me again.
 5°. I never heard anyone talking Irish better than he does.
 6°. Nothing surprises me more than that.
 7°. Misfortune generally comes when you least expect it.
 8°. God's help is never nearer than when you think it is ar away.
 9°. He who strays farthest from God is oftentimes the first to find Him.
 10°. The smallest men are sometimes the bravest in the fight.

LESSON CXIII.

(*Interrogative and Relative*)

The Interrogatives *cia* and *caó* are often found followed immediately by a prepositional pronoun, or a prepositional phrase (gen. or dat.), and afterwards an oblique Relative (gen. or dat.). Such constructions are usually elliptical, and cause the learner not a little trouble. *E.g.:*—

1°. *Cia* *ÓÓ* *SUR* *tugair* *an* *peann* *úó* ?

This is equivalent to—*Cia* *hé* *an* *duine* *SUR* *tugair* *an* *peann* *úó* *ÓÓ* ? (Dat. rel.).

2°. *Caó* *AIR* *SO* *raibh* *ré* *ag* *trácht* ?

This= *Caó* *é* *an* *jur* *SO* *raibh* *ré* *ag* *trácht* *AIR* ? (Dat.).

3°. *Caó* *NA* *ΤAOÓ* *NA* *R* *tánaír* *i* *n-am* ?

This= *Caó* *é* *an* *jur* *NA* *R* *tánaír* *i* *n-am* ' *NA* *ΤAOÓ* ? (Gen.).

4°. *Cia* *AR* *A* *SON* *SUR* *tugair* *uait* *an* *t-airgead* ?

This= *Cia* *hé* *an* *duine* *SUR* *tugair* *uait* *an* *t-airgead* *AR* *A* *SON* ? (Gen.).

5°. *O'fiafhus* *ré* *ðiom* *cia'R* *ÓÍÓÚ* *mé* ?

This= . . . *cia* *h-ia* *an* *mhuinn* *ci'R* *ÓÍÓÚ* *mé* ? (Dat.).

6°. In *Cia* *teir* *é* *rin* ? we have complete omission of the Rel. clause. Expanded it would be—*Cia* *hé* *an* *duine* *SUR* *teis* *é* ? (Dat. rel.)

Exercise CXIV

Seolann too cùri ari an mbéarla ro :—

- 1°. I know very well for whose sake you did all that.
- 2°. Why do you not go to school every day?
- 3°. With what object have you come in so early?
- 4°. I think you told me who it was he was talking about.
- 5°. I was asked to whom I would give the money.
- 6°. You will be asked who you are and whence you come.
- 7°. When did he say he would come? To-morrow.
- 8°. What was his object in saying she was no good?
- 9°. At what do you think he said she was no good?
- 10°. I don't know whom to expect to-day.

LESSON CXIV

(Sgéilín)

If aithláid a b'í meicíol aige, gan b'íodar aig furiúde é cum b'íð, gan b'í b'óirid mór pprátaí ari a gcomáil, gan b'í báirín bainne rathúil ari a gharó gae fír amac. Do éos feairi an tise a báirín fém, gan an céad uolmac a bain ré ari do nocht ré lué ann. Do b'agairi ré ari Cáit, gan éairbeáin ré an lué do. Níor éinig rím coirbhuaír ari b'íte uirte. Do phug rí ari an mbáirín 'na láimh éit. Cuaró rí anomí go dojpár. Cuirp rí an láimh òearf ra báirín. O' Áiltiúis rí an lué ari gan éairc rí an dojpár amac i, gan anúirian do bhuail rí an báirín céadna, gan an bainne céadna ann, of comáil a fír. Níairí g' connaic ré cado a b'í d'éanta aici o' Éiríis ré ón mbúrto i b'fheirce, gan o' imteis ré amac. Níairí a b'í ré ag gáibhíl amac, tuisraitr ríre, "So deimhní fém," ari ríre, "ír deacairi daomhne fáramh. Ni d'éanfaradh bainne gan lué ann an gnuad, ná bainne gan lué ari."

(Séadna, p. 57)

NOTES

1. The story should first be taught ORALLY, sentence by sentence, the more difficult words being explained in English, if necessary. A great deal of it can, of course, be explained directly, by means of gesture, illustration, etc.

ii. When the whole story has been repeated orally by class several times, and the meaning clearly explained, they should read it, together, and individually, from the blackboard.

iii. This will be followed by minute questioning on each sentence so as to further elucidate the meaning.

iv. The story should then be told, first by teacher, and then by pupils (all together, and then individually) in the various *tenses*. A few questions should be put in reference to each tense.

v. Next the story should be told with change of person, as far as possible, and useful.

vi. Finally the pupils should be made to write out the substance of the story in their own words.

Exercise CXV

Σαούινν νο ένη αρ αν μθέαρια ρο :—

1°. We had a squad of workers in our house yesterday, and we had to give dinner to them all.

2°. Having raised the cup and taken a mouthful out of it, he put it down again.

3°. He actually (ιρ ανταρο . . .) placed the book on the table in front of me, with the exercises still uncorrected.

4°. When I saw what they had done I departed in anger, and have never seen them since.

5°. She told him he was very hard to satisfy seeing that (η α πάρο νά . . .) neither of them would do him

LESSON CXV

(Σείλιν)

Νυαίρ θ'ειρις Σιυδάν αρ μαροιν ιρ ι α βι γο τυηρεάς. Νυαίρ α θεαρ ρι α εαρόρ α ένη αρ α θεαν, ιρ 'να ρόσα α ένηρ ρι ε. Νυαίρ α θεαρ ρι α θηρός α ένη αρ α θορ, ιρ γα τεινε α ένηρ ρι ι μαρ α θυρρεάσ ρι ρόν τονα. Νυαίρ α τάμις ρι αρ α γλύκισ θυμ να θραρρεάσα ρο πάρο, ρο θειρ θυρτί focal αρ βιτ α πάρο λε θρυννεαρ, ας “Γο θευριρο Όια αρ μο λεαρ μέ! Γο θευριρο Όια ιρ θυρτε Μάταιρ αρ μο λεαρ μέ.” Νυαίρ α θεαρις ο θηλισ α ένηρ θιρ θ'εαγάλ, ηι παιδιν θιαρ ολλαν

76. Nuair a chuireadh or a cónaí ar é ní raibh ré ac leat-beirbhe. Nior leor ré aonarró air ac an bia ó do chaitream cón maití agus é. (Seánna, p. 68.)

(Above story to be treated like the previous one. See Notes, pp. 143-144.)

Exercise CXVI

Seolann ro é up air an mBéarla ro :—

1°. When I got up this morning I put on my clothes and went out to Mass.

2°. I intended to put on my new shoes, but someone must have hidden them, as I couldn't find them.

3°. When I knelt down to say my prayers I couldn't say a word but "I wonder where those shoes are!"

4°. If at first you don't succeed, try again.

5°. When I came home breakfast was not ready, and when at last it was put on the table, the eggs were only half-boiled.

LESSON CXVI

O ! am bhrítear, a ñeig, go bfeaca-ra juo mar rín ag juadán alla ò' a ñéanam, ac mair ead, ní beac a bhi ra trnáit ac cuil, agus an juadán alla air éal-órom air an gcuil, agus bhrítear ná raibh aon maití òi ñeas ag croscaid a eor agus anfáirtear. Coimeád ré a ñreim cun go raibh rí rocasair go leor. Agur annan dá bfeicfa mar fíll ré ra trnáit i ñ mar a juig ré leir iarrteas i. (Seánna, p. 69.)

(See Notes, pp. 143-144.)

Exercise CXVII

Seolann a chuir air an mBéarla ro :—

1°. I never saw you doing a thing like that, or if I did, I don't remember it.

2°. The bigger man caught the smaller one by the small of the back and tumbled him in the middle of the road.

3°. It's no use for you to be talking English now, it's time you learned Irish.

4°. He told me to keep a firm grip of all the Irish I learn.

5°. If you had seen how she rolled up the box in paper and brought it into the house with her !

LESSON CXVII

Bí Conn ag teacht a baile ón gráidí orðce, ⁊ n'fhan ré ag ól : n-áit éigin, go nraibh foriomór na h-orðce caitte. Annraian, nuair a bí ré ag déanam ari an mbaile, bí eagla ari go mbeadh a máctaip ag plérde leir i dtaoibh i coimeád an orðce go leir ari an dtéinteán ag feiteamh leir. 'Sé juio a òein ré ná a leigint ari go bfeacardh ré rppriod tior ari an mbótagh leatán. Do chreid an máctaip é toirg an ainnm aearas a bheit ari an áit. Ni nraibh aon cónúrra a tágadh iarrasach 'na thiaidh ran go ceann aibhaoi ná cioneadh ri 'fearáint ari Conn an rgeal o'innprint. B'í epioc an rgeal é go dtáinig oireadha ran rgeannra ari Conn roimh an rppriod úd ná feacardh ré nraibh, ná leigfeadh eagla ód an bótagh leatán a ghátháil tap éir na h-orðce a tuitim, d'á bhragadh ré Éire ari. (Séadna, pp. 114-115.)

(See Notes, pp. 143-144.)

Exercise CXVIII

Seoltuinn do chui ari an mheápla ro :—

1°. When I was coming home that night I stayed in Sean's house until most of the night was over.

2°. Then when I was making for home I began to be afraid of ghosts.

3°. And I suppose you kept your relatives waiting up for you all night.

4°. If anyone told me he saw a ghost there I should almost believe him ; the place is very eerie.

5°. I'm so much afraid of ghosts that I wouldn't venture out at all on a dark night.

LESSON CXVIII

Seanduine bocht rímplíodh doibh eadó é, gan peacadh. Oíarach ré an ragsaí a tábairt chuníse, agus do tuisceadh. Nuair a bí a phaoiríodh déanta aigé, ⁊ iad fáil bheith rúar chun na epiocé, bí ré ag tuitim i gceann a cír le rgeannra. Ni fíeadaradh ré

riúbal ná peapam. Annan do labair an rasairt leir i duibhaint ré, "Ní fiú duit a leictéirí rím d'eaigla beit oif," aip reirean. "Ní túnge do rásairfáid anam le colann agat aip an gcorcúid ná bérde aoiúneas ná bplaiteas agat láitreachas." "An ndeiríean tu liom é," aipr' an feanduine bocht. "Deirim, gan aithíar," aipr' an rasairt. "Tá fóra Cíorthaigh i Muirfeáiltear annuind éasair ag feicteamh teat." Táinig neart i muirneas láitreachas do. "Oíuríord uaim amach," aip reirean teo. Cuirí ré an dhréimhíre ruair de gan congnamh, i d'aois croíse é. Bí ré caitheamh fíord. (Séadna, pp. 122-123.)

(See Notes, pp. 143-144.)

Exercise CXIX

Seolann do chur aip an mheábla ro:—

1°. When the priest was brought to me, and I had made my Confession, I took courage immediately.

2°. It is not worth one's while being afraid of death when one has made a good Confession.

3°. No sooner does the Christian's soul separate from his body than he will be in the enjoyment of Heaven.

4°. An old man, 80 years of age, was hanged there 20 years ago.

5°. He was a poor simple sinless old man, too. What a shame!

LESSON CXIX

Ní phairNeill rórtá aicthíreachtáin. Bí rí irtis rásaire i baile i b'í Éamonn amuig ag feacaint i ndiabhal ná mbó, marí b'í bó aicthíreachtáin. I gceann tamaill do táinig ré irtseas i b'í Neill ag sol. Oí fiafhusis ré dí cad do b'í uirte. B'fada gúrí innír rí d'ó gúrb aithláid a b'í bean feapra ag lóis aithíreachtáin, i gcuairt nári éas rí an t-airgead dí go nduibhaint ré go mbeadh Neill 'na baintiughs rul a mbeadh an bliadán caitte. An fáid a b'í Éamonn amuig i b'fearáil na mbó éas rí irtseas an bean iarrachta ag imteacht ón dtig i b'í fíor aicse cad é an b'fearáil a gáib rí. Níor óileán ré aon bliúire aitháin aicthíreachtáin a b'fearáil a b'í aip croíse i n-aicse an doiríair, i fáid aicthíreachtáin a mhuimhre a éarróisge i an doiríair amach do chur de. Bí ré imteigthe rul a phair 'fíor ag Neill cad é an phuadair a b'í fé. (Séadna, p. 175.)

See Notes, pp. 143-144.)

Exercise CXX

Seolaimh do chuir ari an mBéarla ro :—

- 1°. Nell and Eamonn have been married only three weeks.
- 2°. Nell remains indoors during the day, and Eamonn goes out to look after the cows.
- 3°. One day when Eamonn came in he found Nell weeping, and he couldn't understand the cause of it.
- 4°. She was loth to tell him at first, but finally she admitted that she was afraid she'd be a widow before the year was out.
- 5°. "I wonder," said Eamonn, "was it that 'wise woman' I saw a while ago who put such nonsense into your head."

LESSON CXX

Aimhran do chuir ri i n-ártas a'fhaidh an min, agus do mearsg ri bhráon mairt nua-uasctair ari an min, agus ri rpionn ra n-ártas agus ri ro Séadna é. 'O'ic ré é, agus é iuio a ceap ré in' aigse ná nári eait ré piom, agus nári blair ré, biaod doibh feapar ná an biaod fín, bí ré cónm folamh agus blartha fán, cónm buacaidh agus bhríosmáraí fán.

"Nuair a bí an biaod iette aige, ro fín ré cíni an t-ártas. 'Am bhríataí mórtoe, a Neamh ní Catapais,' ari reifearan, 'go bfuil an ceap agat! Is é biaod is veire o'áir blairear piom é. Tá an éraobh agat. Tugair roóluairt dom, ní mífde duit a piad, roóluairt nári tugad a leitáid piom dom go dtí miodu. Agair fead: níl aibh riobh-veasán ainiúil é bí ré amuis agus rtáca, agus é iette agam é!'" (Séadna, pp. 257-258.)

(See Notes, pp. 143-144.)

Exercise CXXI

Seolaimh do chuir ari an mBéarla ro :—

- 1°. The meal will be put into a wooden vessel, and plenty of fresh cream mixed with it, and then it will be given to you.
- 2°. I think you will say that you never tasted better food.
- 3°. It is no misnomer to call such food a luxury.
- 4°. He says that never till to-day was such food given to him.
- 5°. Upon my solemn word I think he's right.

KEY TO THE EXERCISES

Exercise III

- 1°. Ní peann é seo, peann-luarde iñ eadó é.
- 2°. An peann-luarde é rín? 'Seadó. An peann-luarde é seo? Ní h-eadó.
- 3°. Cao é an juvo é? Leabhar iñ eadó é.
- 4°. An leabhar é rín? Ní h-eadó, ac borga.
- 5°. Cia'cu borga nō rráipán é seo? Spáipán iñ eadó é.
- 6°. Láipán iñ eadó é seo, an eadó? 'Seadó.

Exercise VII

- 1°. Ní pinginn i seo—leat-pinginn iñ eadó i.
- 2°. An leat-pinginn iñ rín? Iñ eadó. An leat-pinginn iñ seo? Ní h-eadó.
- 3°. Cao é an juvo i? Sgilling iñ eadó i.
- 4°. An sgilling é rín? Ní h-eadó, ac paol.
- 5°. Cia'cu paol nō sgilling i seo? Sgilling iñ eadó i.
- 6°. Leat-paol iñ eadó é seo, an eadó? 'Seadó.

Exercise XI

- 1°. Cia'cu leabhar é seo? Ní h-é an ceann duib ná an ceann a ne é, ac an ceann goirm.
- 2°. An é rín an capall duib? Ní h-é—priodé é.
- 3°. An é an capall bán é seo? Ní h-é; iñ é an cat duib é.
- 4°. An cat é seo? 'Seadó.
- 5°. Cia'cu cat é? Ní h-é an ceann duib ná an ceann bán é, ac an ceann donn.

Exercise XV

- 1°. Tá paol γ leat-paol ari an úpláir.
- 2°. An bfuil aoinnitó ari an mbóirto ríleáir an pinginn? Tá—sgilling γ leabhar γ an cárta uaiéine.

3°. Cár bhfuil aon phubín goirm? Tá ré ari aon úrláir, pén scatáoirí.

4°. An é aon phubín goirm atá ari aon scatáoirí? Ní hé, ac aon ceann báin.

5°. Cár bhfuil Seán aonair? Tá ré ari aon aonair.

Exercise XIX

1°. Is éatáir atá aon Coláirí? An ead? 'Sead, ac is pén dtaisí atá aon rcoil.

2°. Níl phubín ari bít rraipán ac raoil é leat-phaol. Is móir aon tamaistí rian.

3°. Níl min ari bít rra mala, ná níl aon uighe rra tobair.

4°. Is amuise pén rraipín atá Seán, ná ead? 'Sead.

5°. Níl fuil coipíonn é leat-éoráinn rra rraipán aonair? Níl; níl aonair aon ac leat-éoráinn.

6°. Níl ac leat-pingínn ari aon mbóir aonair. Ná ead aon tamaistí rian!

Exercise XXI

1°. An mire Seán ó Séaghdá? Is tu. An turra é? Ní mé.

2°. An turra Liam ó Ó Duacalla? Ní mé. Sin é aonraí é.

3°. An turra atá ag aon ndoíar? Ní mé, ac Tadh ó Séaghdá.

4°. An mire atá ag aon gcláir-dubh? Is tu.

5°. Táirí-re ag aon ndoíar, ac is ag aon gcláir-dubh atáim-re.

6°. An bhfuilí ag aon ndoíar? Táim. An bhfuilim-re ag aon gcláir-dubh? Taoi.

Exercise XXIII

1°. Tá Shaolúnna agairne, Óuirdeacair le Dia, ac níl ac bhearrla agairbh-re.

2°. Ní fheadar an bhfuil aon airgead rra rraipán atá ari aon mbóir.

3°. Níl aon ac raoil, ac tá leat-éoráinn aonraí agam.

4°. Is maist é rian. Tá aon leat-éoráinn agam-ra aonair, gurra, maist agat-ra.

5°. Níl 'fíor agam cia cu feair ní hean atá rra Coláirí.

6°. Tá 'fíor agam-ra gurra hean gurra ead i. Níl fuil 'fíor agat-ra gurra i lár ní Cúige i?

7°. Ní fheadarí ead i f ainn tuit-re, i an bhusil aon **Ísaoilinn** agat.

8°. Is mór an t-riuaig ná buil aon **Ísaoilinn** i n-aon éor agam.

9°. An bhusil 'fíor agat cia'cu **Ísaoilinn** ná **Deailea** atá ra teabhar ro?

10°. Níl ac **Deailea**, a **Taróis**, agat-ja i ag Mairé.

Exercise XXIV

1°. Siú é an t-ára lá de'n mí. Céadom a bí an céad lá agam? Indé.

2°. Imbáirpeas a bero an t-riúinad lá agam. Céadom a bí an t-ára lá agam? 'Sé atá inbui agam.

3°. An é an t-riúinad lá de'n mí atá inbui agam? Ní hé, ac an t-ára lá.

4°. Bí Seán ari an donaí inbáir, ac tá ré annro inbui.

5°. Bero líl ní Cúige ari rcoil imbáirpeas, i bero rraipán aici, i leat-cóiríonn i gilling i náol ann.

6°. Ní bero Mairé ní **Séaghsa** ann, ac bero **Taróis** ann. Saiprún mait i f ead é.

7°. Níl **Dómhnall** ó **Súilíobháin** annro anoir, i níl 'fíor agam céadom a bero. An bhusil 'fíor agat-ja (é)?

8°. Níl 'fíor. Bí ré ra **Coláirde** atá ra cítear inbáir.

9°. Ní fheadarí cionnur atá ré na laeteanta ro. An bhusil ré go mait?

10°. Bero ré annro imbáirpeas. Bero 'fíor agat annran.

Exercise XXVI

1°. Ní fheadarí céadom a bero **Sile** ní **Súilíobháin** annro.

2°. Bí rí ari an donaí **Úta Luain** reo **Ísai** t-áraim, i bí rí ari rcoil inbáir i atáin inbáir, ac níl 'fíor agam é a bhusil rí inbui.

3°. Umanoirtéarí a bero an réimad lá déag de'n mí agam, i **Úta Domhnaigh** reo **Cúigí** a bero an t-oíctímad lá déag ann.

4°. An bhusil 'fíor agat céadom a bero an réaictímad lá déag agam? Tá 'fíor—**Úta Satain** reo **Cúigí**.

5°. Ní fheadarí cia'cu lá de'n mí a bero agam **Úta Luain** reo **Cúigí**.

Exercise XXVIII

1°. Céadom a b' eis an t-ára lá t'éag de'n m'í reo cùsgainn agaínn? Ceistíte reacátmáin ó imbáirteas.

2°. Seacátmáin is an Táirgheas reo gáibh t'áraínn do b'í an céad lá t'éag de'n m'í reo agaínn. Ní b' eis an céad lá t'éag de'n m'í reo cùsgainn agaínn go dtí coisctíodh ón n'Domháis ro cùsgainn.

3°. Coisctíodh is lá inoé do b'í an naomhád lá ari fíord t'éag de'n m'í reo gáibh t'áraínn agaínn, agus coisctíodh ó imbáirteas a b' eis an naomhád lá ari fíord t'éag de'n m'í reo agaínn.

4°. Ní fheadar an mberí Seán ó Suílioibhán ari rcoil reacátmáin ó inoíu; b'í ré ann reacátmáin is lá inoé.

5°. Achrú inoé a b'í an t-ára lá t'éag agaínn; umanoirteas a b' eis an rémhád lá t'éag agaínn.

(Or, with slightly different meaning—An t-ára lá t'éag a b'í agaínn achrú inoé, agus an rémhád lá t'éag a b' eis agaínn umanoirteas.)

Exercise XXXII

1°. Lá 'le phádraig a b'í agaínn inoé—an reacátmád lá t'éag de Márta. Do b'í fheanmhóin Ghaoilinne agaínn iní gac aon tréipéal ari fuid na cásraí.

2°. Seacátmáin ó imbáirteas a b' eis an cùigeadh lá ari fíord t'éag de Márta agaínn. Ní fheadar an mberí fheanmhóin Ghaoilinne agaínn an lá fán.

3°. Cao é an lá 'n-ári eipis Chríost ó Mártaibh? Domháis Cárta.

4°. Cao é an lá 'n-ári muiscaid é? Lá Nollag.

5°. Téidéann ré go dtí an t-áiríteann gac lá fá tréacátmáin is maist é fín.

Exercise XXXVIII

1°. An bhfuil aon Ghaoilinn ari fuid an báill reo?

2°. Tá dat glas ari fúilibh an éait reo.

3°. B'í ré ag d'únaid an t-áraír nuair a t'ánaig-fa iptimeas.

4°. Is maist liom tóraí an fógsámar, mar ní bionn ré ná bhroícallach ná ró-fuair.

5°. Níl uirge an ghuairt reo cónaí fuair le h-uirge an tóraí.

6°. Do bior i gCairéan an Muilinn anuairis, agus é a bhean i Spáir agus an Muilinn an bliathain reo éigean.

7°. An bhfuil siúd ari bhit i uachtair an phuill? Níl, ac tá rsillingeasach i uachtair an tobaigh.

8°. Bionn duilleabhar an tuair reo ana-éigean rámh.

9°. Cao é an focal é riúd ari bárr leatanais a tóir d'éag i gceistre píosa?

10°. 'Sé lá 'le páirteas lári an earrhais.

Exercise XXXIX

1°. Is maitiú leiomhá d'éanamh na bhródise reo. An maitiú leatrua é?

2°. Tá ceann de énairí na carraigí reo ari bogaibh. Níl mór an t-riúadach ran!

3°. Is maitiú liom taitneamh na ghléimé i n-ordúidh na feartainne.

4°. Bionn roilg na ghléimé agairt de 10, agus roilg na gsealaíse i gceist, orde.

5°. B'fearrtú liom mealbhóis na mine ná mala an aigéid.

6°. Do bior amuiseas i láir na páirce fín inordé nuair a tánaírté a báile ó rcoil.

7°. Ní maitiú liom bheit ag dul ari rcoil i láir na greadháin.

8°. Nuair a thiomáin go dtí an Coláistí iomparuis i leit na láimhe deire.

9°. Do éuaird clú agus cailín na tíre reo in-áigéid ari furo an domhain.

10°. Do shorchaísear bárr óigordise na láimhe reo inordé.

Exercise XL

1°. Bionn bheirtear laeteanta i gcuimhne do mhoirteibh na bliathra a réasach a céile.

2°. Tá coidre an Dochtúir agus an nuaor agus.

3°. Ní taitneann bláth na feola ro liom.

4°. Tá a leaca comhdearg le roat na roila.

5°. 'Sá bhfuil ro-capall-bionn béalim an gúca ari an riolla róirteas.

6°. Is fearrtú liom báluite na móra ná bláth na meala.

7°. Is fearrtú liom orde feasa ná lá ghléimé.

8°. Ní éaláineann séipí an tailliuíra le h-adomhne ac leir fén.

9°. Ír mairt liom bairc amuigé ar bhrúad na h-abann, lá bhréagán.

10°. Connigé an cnáimh ag leanfáid an mada tú.

Exercise XLI

1°. Tá lán an bhorca ro d'airgead agam aonair, ac ní fáidhur ari bít ainn inmheá.

2°. Do taimis feairí an óbairde annaí, agus, go éiníodh (ré) iarrteasra tig (teac), nuairí a b'í ré annaí. Dia, Domnaigheo gairibh éaláineann.

3°. Ní feadair an é seo hata an duine uafairil úd; b'í ré annaí ari an mbóirdh nuairí a tanaig iarrteasach ó éináin.

4°. Tá rcoilté annaí fán an fálá ó ceann ceann an treamhá.

5°. B'í feairí an gúinna ro annaí achráin inmheá, ac d'imirighe ré inmheá.

6°. B'í feairí liom lán an mala ro te mhn ná lán an gráifimh in d'airgead.

7°. Do b'íor i bpolí an bhúca annaí. An fáidair-ri eamáin? Áit anna-úear ír ead é.

8°. Do b'í lán an treamhá óisibh ainn.

9°. Siú é an feairí úd a taimis i láimh na h-oirise. Tá tosca na h-aláine agam airi.

10°. Ní mairí a céile i n-áon éorí dat an éarpta ro agus an éarpta fán.

Exercise XLII

1°. Ná círeid-ri an nró ná fuit i teabhar an bhréiceamán (bhréicimh).

2°. Bhuail do lán ari órion na caéaloireas agus airtírigh i.

3°. Is láimh na dearmhan ír ead atá an t-airgead aici.

4°. Do b'í náoi gceapáill fíchead ari an aonac inmheá.

5°. Teanga bhréagán álumh ír ead teanga na h-Éigíseann.

6°. Níor mairt liom mo lán a éur iarrteasach i láimhna larríadach fán.

7°. Ír bhréagán an fáidh bairc iarrteasach, lá fuaireann.

Exercise XLIII

1°. Tá tui rraipán anna agam, ⁊ i ngsac rraipán acau tá tui rsgillimge ⁊ tui paolaca.

2°. Tá ubla ag fár ari an scrann ro : tá deic scrainn uball ari fad agam.

3°. Do caitear reacét reacétmaine annraian anuirid, ⁊ caitear dá mís ann an Samhradh ro cùsgainn, le congnamh Dé.

4°. Tui paolaca ⁊ ré leat-paolaca ⁊ dá rsgillings—rin coiríonn (cùis rsgillimge).

5°. Tá dá cártá agam ari gac borga, tui borgai ari gac borg, ⁊ tá cùis buirid ari fad ra treomra—an mó cártá ari fad é rin?

6°. Tá reacét scinn deag de reomrais (or reacét reomrais deag) ra tiḡ reo—tiḡ bheas mór, nac ead?

7°. Tá dá borgar in gac reomra, ⁊ eocair in gac glas—ceitíle h-eocraíca deag ari fíctio ari fad.

8°. Tá a lán reoileanna ari fuid na tíre, ⁊ san aon ſaolúinn i n-aon reoil tioibh (acu).

9°. Tá a lán toibheaca beannuigte ari fuid na h-éigreann.

10°. Do b'í reacét scapall ari fíctio ⁊ tui céad (or—ari tui céad) ari aonac Óéal-áct-na-rluaig an treacétmain reo gairbheann.

Exercise XLIV

1°. Nuair a bhír-re fícte bliadain d'aoir do bhor-ra ní oigse go mór ná mar atáim aonair.

2°. Sé Séamus an té i fime de'n Óeirid, ⁊ i fí Seán i fí oigse.

3°. Do bhor-ra níba láidre ná éupa an uairi úd

4°. Sin é an píora aipisid i lúsa dá rai aigat riám.

5°. Táim-re go h-olc, ac taoi-re níor meara go mór

6°. I fíearraí liom-ra go mór an ſaolúinn ná an Óéapla—nac fíearraí leat-ra i?

7°. I fí acaill gábháil tui éis rnaítear ná do'n duine fíoróibh dul i fíteas i fíosgáct ná bplaitear.

8°. I fí teo go mór atá an teine aonair ná mar a b'í fí nuair a tanaig-ra i fíteas.

9°. Ili túigse do chuaðar i n-áirde ari an scrann ná do fíteas an t-uball ⁊ d'íteas é.¹

10°. I fí giorra (do duine) cabair Dé ná an doipar.

¹ Or—l é'íte.—Or—do teineas ant-uball do fíteas d'íteas.

Exercise XLV

1°. A Tomáir ḡ a Caitlin an riú-re do bī ag ite na n-uball mde? 1r pinn.

2°. Cár éuairír-re nuair a tainig Tomáir anuasr de'n ériann? Óimteis Tomáir a baile, ḡ do éuabair-ra 'na ceannta.

3°. A Tairis, an turas ḡ mire do bī ag an gcláiríous mde? 1r pinn.

4°. Si an Shaolúinn do teanga féin. (Or—1r i do teanga féin an Shaolúinn.)

5°. Do rtaiteabhair-re na h-ubla, ḡ o'icéamair-ne iad. (Or—Siúire do rtaist na h-ubla, ḡ rinne a o'ic iad.)

6°. Nuair a tágámaír-ne ainiar, do éuabair-re rúar.

7°. Tá an Dáirila ḡ an Shaolúinn agairne, ac níl agairbhre ac an Dáirila.

8°. An iad rán a bī annro mde? Ní h-iad, ac rinne. Do biondair rán annro achrú mde.

9°. Siú e Ódhráin ó Suílioibhán annro ag an bfuinneog.

10. An bfuil leabhar aige rin? Tá. Ní hé do leabhar-ra é, ac a leabhar féin

Exercise XLVI

1°. Duibhارت le Liam mde teacht i gceáct ra peoil. mdui, ḡ furiode, ḡ a ceacht do leigsead.

2°. Ba mait liom bheit amuig féin rpréir lá bpreas gpréime.

3°. Ní feadair ari mait leat teacht a baile am' ceannta-ra.

4°. Abair leis a bpreicfearta o'icé, a curio leabhar do chur i gceáct 'na mala ḡ imteacht leis ari peoil.

5°. An nuaibhair leí an curio eile do bairiu i gceáct ra peoil? Duibhارت.

6°. B'fearair liom mo leabhar a cósaint amach ḡ é leigsead annro amuig féin rpréir

7°. Abair le Tairis an leitir a do do ríspí cum Máire, ḡ i chur ari an mbóir.

8°. Ná duibhارت leat do peann-luairde o'fagáil ḡ an ceacht ro do ríspí ro' leabhar?

9°. Duibhارت Seán le Séamus éiríse na fíorach, a lám do chur 'na phoca ḡ a gprapán do tágáint amach.

10°. Duibhارت le Ódhráin ó Suílioibhán gpreim a bpreit ari a airíín ḡ a mala ḡ imteacht leis a baile.

Exercise XLVII

1°. Téigíss amach fa báisic, a Shéamaisí, agus amach do leabhar, agus do ceaet.

2°. Duibhseart leir tuil amach fa báisic, agus a leabhar do ceasaint amach, agus a ceaet do léigear.

3°. Dá mbeadh an lá go bheag, do na gairí amach, agus do gairí eile inniu.

4°. Má bionn ré go bheag in diúin téidomh amach agus na h-ubla do bairil i gceiréanaibh.

5°. Ná cuiridh buri láimh i gceasach i níosúi bprócais, a gairrúna.

6°. Má tágairt-re i gceasach na gairdín-rah amach.

7°. Duibhseart ré liom dá dtágairt-re i gceasach go gairdín ré fómáin¹ amach.

8°. Abair leir fanaíocht ag bun an chrainn, agus go gairdín-re gairdín agus na h-ubla do gairdín agus do gairdín anuas cùig.

9°. Ní fheadar an dtiocfaidh aonair i gceasach fa gcoil in diúin.

10°. Abair le Seán beirt aonair imbáisíeadh agus a leabhar do beirt aige.

Exercise XLVIII

1°. Dá mbeinn ari fógraíocht do na gairí amach fén le rá.

2°. Go mbeannuigíodh Dia éin, agus do chuid agus do clann.

3°. Go neartuigíodh Dia rinn é cum na h-oidhre do dhéanamh go maic agus go ciáillíodh.

4°. Dá mbeimhí níba látoine ná mar atáimh do bheadh an rgeal go maic.

5°. Dá mba ónime gáil tuigseint é ba phró-cumha liom an rgeal.

6°. Ná labairí é cum go lobhar-rah leat.

7°. Tá eolair maic agam ari an nGaelúinn anoir—ná gairdín maic agatrá.

8°. Muna dtiocfaidh ré in diúin ní dtiocfaidh ré imbáisíeadh ná umanoirítear.

9°. Ná tairis-re i gceasach go dtí go dtéigear-rah amach.

10°. Ná tairis-re aonair agair amach in diúin ná imbáisíeadh ná umanoirítear.

¹ Seirbhéan here would mean some third person.

Exercise XLIX

1°. Ná labhairt éum go labharfar leat.

2°. Tá mba ná labhratú daoiné go dtí go labhráfi leo do bheath an ríseal go maist.

3°. Ná hainigtear na h-ubla iptimeas inp na cipeáinaiib go dtí go ntágaib (ntiocfaró) Tomáir anuas te'n ériann.

4°. Níor labhratáir go dtí gur labhrat inn.

5°. Ná círtear na leabhairí seo ari an mbord ro a chuir. Círtear anuasan éall ra cíinne iad.

6°. Ná círtear aon láin iptimeas i n-aon phóca go dtí deirfe an cealtra ro.

7°. Tógtar amach na riún go léir anoir, agus oigsealtear na leabhair go léir

8°. Léigtear an ceadct ro ari dtúir, agus ríseobtar ríor anuasan é.

9°. Do tógaib amach na riún go léir, agus do h-ordlaib na leabhair go léir.

10°. Léigfar an ceadct ari dtúir, agus ríseobfar ríor anuasan é

Exercise L

1°. Cím gae lá ra treachtmáin é, nuair a tágaim iptimeas ra feoil.

2°. Do connac Ó Domhnaill ó Súilíobháin inoibh, agus teadct a baile ón aonad.

3°. Tá áitair oíom a feirfeint go bfuilíji cónaí maist rin. An bhfeicfead imbáirfead ra éacair éu?

4°. Cífeam a céile nuair a tioicfaró-ra a baile Óig Ó Domhnaill seo éusdáinn.

5°. Ní feaca riám a leitáid ve thuine.

6°. An bhfeacaír riám a leitáid ve lá bheag ghléime?

7°. Labhráim Saolann leo pé uair a cím iad.

8°. Ní feicfroi ríb go deo aipír mé beo inp an áit seo.

9°. Cio ríad a céile gae lá ra treachtmáin, ná feicir?

10°. Do connac feair ag dul iptimeas ra tis achtú inoibh, aic ní feaca aon bhean.

Exercise LI

- 1°. Dá bfreacád ríb ari an scéala-thuib do cífeadó ríb ead叱 tá agam d'á ríbí.
- 2°. Dá bfeicteá é do tuisceá é.
- 3°. Dá bfeicimír a céile inoé do cífimír a céile inoíu, leir.
- 4°. Do cinn Tomáir Í Tadóig ari rcoil anuirió, ac ní feicidír ríb mire.
- 5°. Sin é an feair a cinn Í é ag dul iptimead ra tisín rin tall gac lá anuirió.
- 6°. Do connacír mire inoé, Í do connac-ra tura achrú inoé.
- 7°. Dá bfeicimír a céile an t-reacátmam leo gáib tairginn ní aitneocáimír a céile.
- 8°. Dá bfreacéad ari do cífá é, Í d'á bfeicteá é d'aitneocéad é.
- 9°. Nuair a cinn tu anuirió d'aitneisín tu.
- 10°. Dá mba náir aitnísear tu ní labhrainn leat, Í d'á mba náir labhrar leat ní feicfínn go ríab fíacal i n-earrnam oifte.

Exercise LII

- 1°. Do connacáir duine ag dul iptimead ra tisín rin inoé, Í ní feacátar aoinne ag teacáit amac.
- 2°. Má téidéann tu amac i n-aon eorí inoíu, cífarí tu! má fáinann tu iptisín, ní feicfarí tu.
- 3°. Ná feictear easla a bheití oírlaib.
- 4°. Do cíti é ag teacáit ari rcoil gac lá, ac ní feicteí é ag dul a bairle.
- 5°. Dá bfeicteí ead叱 tá ari riúbal agairn ní pólártá a bairí.

Exercise LIII

- 1°. Deir Seán gur gairíún maití Tomáir
- 2°. An ndeirípí liom gurib é leo an t-aonraib lá tdeas ari fíord te m' Ódeirfe Ógáin?
- 3°. Ná duibhramair-ne leat gan dul amac inoíu, nó, d'á dtéidéad, go bfeicfí tu.
- 4°. Nuair a deir duine gur amadán é, ná círeó é.
- 5°. Nuair a cífir é, tdearfarí gur mór a chur ná a ciáll.

6°. Téarfaradh an méid seo—súil binné go mór an teanga an Ghaoluinn ná an Béarla.

7°. Deirfinn-re súil Ghaoluinn súilb eadó é, ac deirfinne ná eadó.

8°. Deir Dómhnall go bhfuil an ceáct ro iobh-fáda ari fad.

9°. Dúibhíte Órlíshid súil bheag an lá é, é súil mór an truaig fionamhant iarráig.

10°. Ábair le lir teáct iarráid, é a leabhar do oifigilte, é a ceáct do leigsead.

Exercise LIV

1°. 'Oeirpeadh ré súil mairt leir oul ari rcoil gád lá ná mbead an Ghaoluinn aige.

2°. 'Dá ndeirfinn súil bheagta go mór de teangam an Ghaoluinn ná an Béarla ní bheadh agam dá páid ac an ceárt.

3°. 'Dá bfeicteá é téarfaradh súil mó a chuid ná a chiall.

4°. 'Dá mbeadh ré ari an sonach téarfarainn go bfeicfinn é, ac ní fheada.

5°. Deirfinn-re go páid Ghaoluinn aige (rim), é deirfinn-rim ná páid.

6°. Nuair a deirfinn-re súil Ghaoluinn súilb eadó é, deirteá-ra náilb' eadó.

7°. 'Dá ndeirteá-ra súil Béarla é, téarfarainn-re súil Ghaoluinn súilb eadó é.

8°. Nuair a cíod Dómhnall Liam ag teáct, oeirpeadh ré súilb amadán é.

9°. 'Dá mb' amadán é téarfarainn ná bheadh oiread rian Ghaoluinne aige.

10°. 'Dá mba ná bheadh oiread rian Ghaoluinne agatra téarfaradh aoninne súil amadán turra, leir.

Exercise LV

1°. Ná n-abairtair ná súil bheag an teanga an Ghaoluinn

2°. Deirfini súil feairi de teangam an Béarla ná an Ghaoluinn.

3°. Iar minic a thuilleadh súil mór an truaig an té ná fuil a teanga féin aige

4°. Tá 'fíor agam caid téarfaradh nuair a chuirfear an rseáil.

5°. 'Dá iarráti an Ghaoluinn de gnáth téarfaradh súil teanga bheag i.

Exercise LVI

1°. Caitim (tugaim) tamall mait aimprihe gae lá ag foighlum na Gaoluinne.

2°. Ar éas Dómnall curio do círte do Tadh mhe?

3°. Nuair a tagaimid ari rcoil tugaimid ari gcuio leabhar linn.

4°. Do tugas tui leabhar liom mhe nuair a bior ag teacá a baile.

5°. Deir Seán go dtuas ré a leabhar do Séamus achrú mhe.

Exercise LVII

1°. An dtabhrfaír siúd éigin dom mā tagaim ari rcoil imbháiread?

2°. Tabhrfaid—Tabhrfaid peann nuas duit.

3°. Caitfir tamall mait de'n lá, agus tigí leir.

4°. Deir Tomáir go ntheanfaraidh ré na h-ubla do bairilín i gceasach agus, agus a tabhairt a baile.

5°. Mā tugasann ré a baile leir iad tabhrfaid a mactair ríollingh do.

Exercise LVIII

1°. Do tugasadh ré a lán aimprihe anuairidh ag foighlum na Gaoluinne.

2°. Dá dtuigaim leat-corainn duit an mbeiteá ríolta?

3°. Nuair a tugasadh ríollingh dom do céidinn ari rcoil, agus mait an gairrún é.

4°. Dá dtuigasadh Tomáir a curio leabhar dom, ní aimpriúadh do mait an gairrún é.

5°. Dá dtuigaimid ari n-aimpriú ag foighlum na Gaoluinne do bheadh an ríéal go mait.

Exercise LIX

1°. Dá mbeadh do cearc agat do tabhrfaidh ringínn duit.

2°. Dá dtuigaidh-te ríollingh duit, an dtabhrfaidh ríéal dom?

3°. Dá dtuigasadh duitne éigin an leabhar dom, ba mait liom an ríéal úd do léigeadh.

4°. Ógur do chabhráinn an leabhar éar n-áir do i gclionn reacáitíne.

5°. Dá utaraidh iné do chabhráimír tinnéar bheag údib.

Exercise LX

1°. Nuair a tuigtear ceacht maitiúil ró go fógluimismitiú go léirí rúd éigse.

2°. Do tuigtear a lán aimpriúil ag fógluim Úearla. Náic mór an t-riúag rán!

3°. Dá utuigtear an oíchead rán aimpriúil ag fógluim na Sáolúinne iñ feairí go mór a bhead an róiseal.

4°. Do tuigtear róillings dom iníu, aic ní feadair fóir cait a déanfarad léi.

5°. Cá 'fios agam go utabhrí ceacht maitiúil dom d'á mbeann ari róil iné, aic ní riabhar

Exercise LXXVI

1°. Tágann ré iptimeas nuair a cloíreann ré mé.

2°. Ar cuailear ná rúdib Dónnall ó Súilíobáin ari róil iné?

3°. Do cuaile iníu go bfuil a mácair san beit ari fóisnáin.

4°. Cloírfear róiseal bheag nuair a tiochráid Tomáir a bheile.

5°. Do cuailetar ró eacair iné go múinfeart an Sáolúinne pearrda iñ gáe róil ari rúd na tíre.

Exercise LXXVII

1°. Ba maitiúom curio de rna mírleáin úd é de rna h-ublaib úd o'Faighne.

2°. Abair le Seán bheireas ari a curio leabhar é doil ari róil.

3°. Duibhítear leat a riad leir bheireas ari a curio leabhar é doil ari róil.

4°. Tábhair curio de rna h-ublaib rím do Tadg é, abair leir ceann thíos a chabhair do Caitlín.

5°. Faisg catáoirí dom, má'r é do tóil é, abair leir an gcurio eile do rna gairrúnáin (leir na gairrúnáin eile) bheireas ari a gcurio leabhar é teadéit iptimeas é a gceadéit do leigsead.

Exercise LXXVIII

1°. If fearr liom go mór Éaolúinn ná Béarla.
 2°. If fearrha dom an Éaolúinn, leir. (Or—If i an Éaolúinn if fearrha dom, leir).
 3°. Sé if fearrha duit a Óéanamh cromadó ar an nÉaolúinn d'foghlaim aonair.
 4°. Caoi doib' ail leat beirte ag labhairt Béarla i n-aon coir?
 5°. Ba chóir d'úinnt juro éigint a Óéanamh ar fion na n-Éireann.

Exercise LXXIX

1°. Deirí mo mártair go gcaitear (nád fuláir dom) cromadó ar an nÉaolúinn d'foghlaim, láitreach.
 2°. Nád leor leat fion? (Ca beag leat fion?)
 3°. Ní mór liom duit an Béarla ná atá agat.
 4°. If d'foghlaim go gcríomhfaradh ré aonair ar an nÉaolúinn d'foghlaim.
 5°. Críomhfaradh. Ní fuláir é Óéanamh.

Exercise LXXX

1°. If mór an tuisceag nád fuláir leat beirte ag labhairt Béarla i gcomháinre.
 2°. Ní fuláir ná tá tuairíre oírt aonair; tuairír ana-éada doib' eadó é.
 3°. Ní féidirí aifisead a tóisaint amach ar do ghráidíon nuaír ná bionn aon aifisead ann.
 4°. Níorib' fuláir do dhuil a báile nuaír ná raih a tuisle uball le gtaicéad.
 5°. Níorí m'fhorbhe d'aoine agairt d'foghlaimír go leir ar an nÉaolúinn d'foghlaim

Exercise LXXXI

1°. If fearrha duit cromadó ar an nÉaolúinn do labhairt aonair, nád if duit if meara.
 2°. Ba bheag leat beirte ag físeáint air.

3°. Ní ionic sé liom go dtiocfaidh ré iníomháireas.
 4°. Is ionic sé liom go gcuimhneoidh ré láithreas aír an nGaothuinn
 d'fhoigilim.
 5°. Ní mórde go mheanfaidh ré aon báisteachas iníomháireas ná
 umháireas ná umasnoirítear.

Exercise LXXXII

1°. Doonnac feair tuar aír mullaist an éinise rím éairítear aír
 iníomháireas.
 2°. An ionic leat an dtáinig ré aniar aír é? rím é?
 3°. Do dtáinig. Is ionic sé liom go bfeadaí ag dul riap é,
 tamall aír é.
 4°. Feáidh an dtiocfaidh ré aniar iníomháireas.
 5°. Má teidéann ré roimh cífraí é

Exercise LXXXIII

1°. Is ionic sé liom go raibh aír é tuar aír iníomháireas ná umasnoirí-
 tear.
 2°. Tá Tomáir i n-áit éiginn teair, ag beir ré ag teast an deair
 iníomháireas.
 3°. An raibh aír i n-áit éiginn teair, ag beir ré ag teast an deair
 iníomháireas? Do bior, ag
 feairi liom an áit aír é.
 4°. B'feairi liomra an tuairceárt (an áit aír é tuar aír) ná aon
 taobh aír.
 5°. Nuair a dtiocfaidh tu aniar aír é caitheárt tu do éirí
 leabhar do tathair leat.

Exercise LXXXIV

1°. Do éuar anonn é do labhar leir nuair a doonnac ag teast
 aniar é.
 2°. Fan-ra aír an dtaoibh ro é go raibh aír anonn.
 3°. Cím Seán annraí an tall. Ábhair leir teast annraí anall
 cùsáinn.
 4°. Cia ní rím annraí tior ag bun an érainn? Si Caitlin i.
 5°. Déarfaoi leí teast aniar annraí cùsáinn—an mheanfaidh?

Exercise LXXXV

1°. An bhfuil fíor agat cia 'r' thíos Óscar Séamus uí Catanais? Tá 'fíor. Máille ní Óscar ab' ainnm thí.

2°. An 'mò dhine clainne atá acu? Céadraí—beirteac mac ag beirteac ingean—i 140 go leili pórta.

3°. An bhfuil aitne agat ari clann (clainn) a gclainne? Tá. Tá deiseanúbair acu ann.

4°. Do connac m'Amháin agus m'Uncal inoé, agus teacht iarrteáil rí rcoil.

5°. Col ceataí do pháistíais ó Catanais Maiistriéad do Órláin.

Exercise LXXXVI

1°. Pháistíais an mac i fíne do Séamus ó Catanais, agus i díne a ingean i fíne.

2°. An fíne Tadóis ó Catanais ná Órlaithriúr ó Dálaí? Ir fíne. Uncal do i fíne eadé. (He may have others.)

3°. Cia'rbh i mactair phróinníreí? Órlaithriúr ní Catanais ab' ainnm (i gclainnead) thí. Deirbhíún do Tadóis i fíne eadé i, agus do phór rí feair gurbh ainnm do Rírteáil do Dálaí.

4°. Ór beirteac deirbhíréar aici, ná rai? Ór, Caitlin agus Nell. Amháin do phróinníriúr i fíne iad.

5°. An bhfuil Áine ní Catanais pórta fóir? Tá; doeis mbliaóna ó fom do phór rí feair gurbh ainnm do pháistíais do Órláin, agus beirteac clainn acu, Muirí agus Maiistriéad.

Exercise LXXXVII

1°. Ní feaca-ra lili ní Cúigic ó phór rí. An bhfeacaír-re?

2°. Do connac. Do bhual rí umam ra éataír, coisctíodh ó fom. Deirtear liom go bhfuil triúr clainne aici, beirteac Sárlain, agus aon éailín ainnm.

3°. An bhfuil aoinne acu pórta fóir?

4°. Tá. Do phór Liam an mac i fíne acu Taimre ní Órlaithriúr, agus aon mac ainnm acu—Peadar.

5°. Tuigim. Ní fuláir ná gur col ríreapar do phróinníriúr ó Dálaí an Peadarí rian. Col ceataí do Liam ab eadó Órlaithriúr ní Catanais, mactair phróinníreí.

Exercise LXXXVIII

1°. An tuisic leat an ӯfuit aon ᷇aoil iorí tura ġ Tomář o Catárais?

2°. Tá. ᷇uθrað liom guri col ceatai tā mātaiji guri b ead m'atái.

3°. An 'mō ṭriuotáir atá agat? Nil ac aon ṭriuotáir amán agam, ac tā cúnigeař teiřbřéař agam.

4°. Teiř Séamus o Catárais guri tuisic leij go ӯfueifrið ré clann a clannne pórta.

5°. Ilí fuláir nō guri reanduine aoiř ē 'Seas! Tá ré očt mbliaðna tēas iř tří píciř o'aoiř.

Exercise LXXXIX

1°. ᷇aoita iř ead tura ġ mire; tā ӯfuis riñ ba ceart go mbead toča na h-aitne agam ař a céile.

2°. Ilí píor catom a tiocefari do mātai.

3°. Do cónnac mde ī i ṭvíš t'uncail, ac níor aitnígeař ī.

4°. Ilí vead rárta go ṭví go mberd eolap cíumim agam ař an ᷇aoolum.

5°. Ilí tuisic liom go ӯfuit eolap na púise agam cóni fada le bl' át' Cliař.

Exercise XC

1°. Ná cíom ař do ceadta d'fóglum pór; buail amac pén' preibi ař ṭví, ġ deim riomint uðall do píatað ȳuit pém.

2°. Raġad, ġ tiocefari pítead ař ball. Ař tcađt pítead dom tēanfarad mo ȳíceall ař a lán ᷇aoolumne d'fóglumi.

3°. Nuař a bñor amuig pén' preibi inđe ī tēanmita Ķomář do jūs a ᷇aðari ař lám ořim, ġ ᷇ořtuiđ ré go mōř mē.

4°. Sé Ķomář an ᷇ařrún iř feappi d'á ӯfuit ra jecil ař an ᷇aoolum do lēiđeab; nil ré cóni maři jān ař i lābailit.

5°. Nilim ař póglam ař fad o tħáċċona mde. Ni jaġad amac inđi, ař eaqla go ӯfuiġim plaġdān.

Exercise XCI

1°. Tá an ɻeomra jo očt ṭrioiđte tēas ař fad, ġ cūiđ tħiġiđte tēas ař leiteau.

2°. If ria cùis troiscte é ná an feomra if giolla òd.

3°. An bheacaír an fear bocht uis inoé? Ói ré ari leat-ruin, ari leat-láimh.

4°. Deiribh mbliaidhna ó fionn d'fheadfa capall maité go leor d'fagáil ari fíde púnt.

Exercise XCII

1°. If feadra òuit gáilleadh anoir; níl aon duil ari agat.

2°. Do éinig ré a láimh iptimeas 'na phoca, a gheann-luarde a gian.

3°. An bheiceann tu an fear bocht ran tall? Tá a chuid éadairí ríseacaithe ari a céile.

4°. Tá rocair agam gan aon Úeapla do labhairt ari ro amach.

5°. Ni feadair cao na taoibh guri éirítear ari an nGaoilimh d'foghlaim. If d'fhiú liom náidh fúiláir ná guri a feirg do dhéanfar é.

Exercise XCIII

1°. Níl aon meair agair ari an té a bionn ag maorúeamh ari a maitear i gceannúnáide.

2°. Ari an obair a fágáil an t-eolair.

3°. Caod if ainnm òuit, a gaoth ari òuit (tu)?

4°. Nuair a chonaic Seán inoé d'fiafriúis ré òiom cao ab' ainnm dom a gaoth ari òom.

5°. Deiribh ré nári gálaoró ré ari t'ainm tu.

Exercise XCIV

1°. Tá m'uncal tall i n-dímeiríosa, aic deiribh mo m'áitair go dtiocaír ré tair n-airg go h-éiríunn lá éigse.

2°. Déró mo deiríbhíúir beag tairbheachta deag d'aoir éum na hEalaíne.

3°. Ni léisfead mo céadcth éum go dtiocaír-ré iptimeas.

4°. Ni feacair Tomáir Tadhg an lá uis, mar ná riail ré ann éinigse.

5°. If baoislaodh liom ná fúil an Gaoilimh ag duil éum cinn ra éeannáitair ro i náon éor.

6°. Ná fúil 'fíor agat go tian-máit guri éinigse rín a tainig ré?

7°. Tá 'fhor agam go piashair ré cum tairbhe òuit beirt ag roghaum na Gaoluinne.

8°. If éinigé taimis ré féadaint an mò òuite do bì ann.

9°. Tairp i leit annro éinigam agus leigheas do ceaet.

10°. If mairt an piar go labhairt cum go labhairtar leat.

Exercise XCV

1°. Mairt mian leat an Gaoluinn do chuirfint ní fulairi òuit i fóghaum.

2°. Mairt deiridh leat níodh ailiúche do théanaiti an ntheanfaidh é?

3°. Icim mo dinnéar i gceannairde ari teacit i gceannairde ón rcoil òom.

4°. Fiachrachair ríad tóis, nuair a piashair ari rcoil, ead if ainn òuit.

5°. Nuair a chugtar pionnt ailtíodh òom bim ana-fártá.

Exercise XCVI

1°. Òuiseart leir teacit anuasr de'n chinn, ac o'fan ré chuaer ann ari feadó fide neomat.

2°. If feairíla òuit teacit anuasr de, nuair a bero pionnt eile de rna h-uibhlais úd rtaicte agat.

3°. Níor feadair an leabhar go leir do leigheas mòé, ac leigheas cura de.

4°. If tóis liom gur bhlúire é reo de'n arián if feairí i gCírinn.

5°. O'íarbh ré bhlúire ariam oifim, ac ní piabhl aon arián agam le tathairt òd.

Exercise XCVII

1°. Ba mairt liom bhrasón uifge, tá oileadó rian tairt' oifim.

2°. U'feairí liom bhrasón t'uijge an tobaigh ná bhrasón t'uijge na h-abann.

3°. If feairíla òuit fanaímant iarrtis mòim, o'easla go bhrusctá ríaghdán.

4°. An ntheanfar ari cupán ro do lionas do uifge òom, mairt é do tóil é?

5°. If tóis liom go ntheanfar piashair de Óirinniall ó Súilíobháin lá éiginn.

Exercise XCVIII

- 1°. Cuirpeann ré an t-airgead go léir i gceadach i mbogca beag atá aige.
- 2°. Raíeadh ann imbáireadach, ac fillteadach i gcionn reacchtáin.
- 3°. Ni chuisim i gceairt cár ná éadóh ná foighilimisír an Ghaoluinn.
- 4°. Ó'fearr níomh dul go dtí an t-áirgeann am' chuir ná ari mun éapail.
- 5°. Raíeadh an ghnó ro i dtairbhé óuit luat ná mall.

Exercise XCIX

- 1°. Ír "Ais Dul i n-aoir Ais Dul i n-olcar" agat é.
- 2°. Má téidéann an aimpriú i bhfuairte caitheadach fanaíochtait iarráis.
- 3°. Óubairt Tomáir níomh gur ósúadair i gcothuigteach go mór ó connaisc ré mé.
- 4°. Ír móri an t-áirgead go bhfuil ré Ais Dul i n-udáinreacht i n-áisaird an lae.
- 5°. Óa maití níomh an aimpriú do dul i mbliotallaíse.

Exercise C

- 1°. Ói ré ari croscaid leir an bhalla ari feadach i bhfeadach.
- 2°. Táim Ais foighilim ná Ghaoluinne le deidh mbliatónaibh.
- 3°. Óo caitheas gáiríodh a déanamh le neairt áitair puaír a connac ag teastéar é.
- 4°. Níor Ó'fíú le h-aoinne Óeit Ais éirteach le Óeajla reasach Óeit Ais éirteach le Ghaoluinn.
- 5°. Ír maití leat uifge beataidh ac ír baoislaidh níomh náid maití óuit é.

Exercise CII

- 1°. Ais dul ó Cúigí agus go bl' at' Ciat óuit, círí a lán áiteanna bheagacha.
- 2°. Ír 'mó riud gneannáin a chuit amach i n-Éirinn ó aimpriú Óádhráis naomhach a leit.
- 3°. Má chugann tú uait a lán aifisíodh gaothain luach-áitriúil ó Óis.

4°. Ó'n ionadach tuil i mbéarla ír eadéagann fáilliúise rásaoilimh.

5°. Do éonnac m'atáirbhláthain an taca ro; ní féadaí ó foin é.

Exercise CIII

1°. Má téigimíodh amach féin ríreiplí gád lá ní haoisál tuimh aon bheoiteadct.

2°. Táim ag foighilim na Sáolúnne fé látaír, ag leanfadh de 50 ceann na gceann.

3°. Má thémír júid oírrí gheobhair a ré féin gceádú ar do chuid aifrisid.

4°. Do chugair fé, fé óid ná fé chví, ach do chaitear éisíse ar fé thairis.

5°. Ír doibh liom gurí móir an níodh é d'á noimintí fagairt d'iom.

Exercise CIV

1°. Bítear ag foighilim na Sáolúnne ar a thícheall fan na h-ainmíre.

2°. Bítear annan, ag fíúbal fan an úrláir ó mairidh go h-oiríde.

3°. Um an taca go dtiocfaidh aill lloibráis beirtear a láin Sáolúnne agair.

4°. Ír uime a chéad agus aonach anocht éum riomh Sáolúnne d'foighilim.

5°. Cuirim mo chéad móir umam i gceannúidh nuaír a téigim amach rásaoilimh.

Exercise CV

1°. An bhfeiceann tu na leabhair úd atá ar an mbóird fan tall? Cím. Tabhair dóm iad.

2°. Sin é an duine uafar a éonnac ag tuil ar an aonach inoí.

3°. Níl aon teangeal rásaoilimh aonach inoí ná an Sáolúnin...

4°. An ríseal úd a chuala an tseactháin seo gairbh tarpainn níor éairítear ré liom in aon chorp.

5°. Ní féadaí miám aon bhfeirt ba mó eion ar a céile ná iad

Exercise CVI

1°. An té a ḍ'éiríeoċair ño moċ imbáiríeac iñ ē iñ tāiřse a ḡratxib ña h-ubla.

2°. Deiř Tomář għiñb ē do ċu ariż i-n-ájra ari an Scienā u bball in-nad.

3°. Iñ mo ḫseal a ḍ'fēadfa inn-je 'impremt tħuix i-n-ċaċċa ña n-uball għċejnha r-ri.

4°. O'fiexju is-ġeġi r-ri ċiġi ċav ē an mait a ḍ'fēadfa inn a ħdejal u d-ċiġi.

5°. Taħbiex tħuix ariżiż i-n-ċiġi a ħdejal u d-ċiġi.

Exercise CVII

1°. Do ċaġi Tomář iñteac ġu l-ix-xaqxa amac.

2°. Dubajiet r-ri uom f-panċċiex tħalli a ħalli aqgħi, u ño għiex uom ba mħeरa.

3°. Siu ē an feaři t'āli tħuġaq an t-aiřiġeado a b'i am' iż-żara jidu aqgħi.

4°. Seadain an té ari a n-ċaġġi feaři għalli ċu.

5°. An feaři t'ā ġu tħuġaq iñ ē a mill-ix-ri do clu p'riex.

Exercise CVIII

1°. An té ño mbionn an t-aiřiġeado aix-je iñ gnāt ē biekt mi-ġārta.

2°. Iñ mait an jidu an duine u do feadċċiex ño mbionn u d-riċċiex ari a bogo aix-je.

3°. Iñ connċċa b'għid an duine an té għiex moċ ġu u d-ċu u nā a ċiall.

4°. Seadain an té għiex l-ix-ri u d-ċiġi u d-ċu u nā a ċiġi.

5°. Ua n-ċaġġi uom biekt ari an té ño ħalli a l-ġiġi ja għiex u n-ċiġi, ni ħo-ġaorji a ħalli r-ri (u ari).

Exercise CIX

1°. Iñ gnāt mear aq-qaġidha ari an té n-a mbionn eaż-żla acu jidher.

2°. Ni fead-darri-ja cia'cu aqgħi iñ feaři i-n-ċiġi an ħaġġi u d-ċiġi.

3°. Ar m'faoe dom a bhítearúidh túot cao é an ceannatar n-áirítear ar tu?

4°. An é seo an feair n-áirítear n-áitítear?

5°. Feair iñ ead é n-áirítear n-áitítear.

Exercise CX

1°. An té ná d'fheimeann a dhícheall ní éiríteocádó leir go veo.

2°. Is maithis an feair ná fuil ciatl agáinnimhaoi.

3°. An té nád tuisceadh leir do chár ná d'fheimeann do ghearrán leir.

4°. An té náirí d'fheimeann a dhícheall ní ceapáit go n-éiríteocádó leir.

5°. An té náirí m'faoe dom go sol b'fearraíta dom gan beirt agus d'faoi.

Exercise CXI

1°. Níl aon ttreo aic a bhfuil d'airgeadó aige.

2°. Ba édirí tuait an Ghaoluinn d'foghlaim tuisceadh a bhfeicítear iñ ghearrán iñ tímcheall vi.

3°. Tá aon-imear agam ari a bhfuil do Ghaoluinn agam.

4°. Ba mór an níodh é doa tuisceáil go chruinn a bhfeiceam.

5°. Ni chuireann a n-deimíri aic d'fhois-imear.

Exercise CXII

1°. Cia iñ d'faoe leat do chuaidh i n-áitítear ari an gceann uiball iníodé?

2°. Cao é an obair iñ d'faoe leat ba ceapáit dom a dhéanamh aonair?

3°. Siú é tuisceadh an raigír iñ uibairt a tuisceáiltear ré liom ba ceapáit dom a dhéanamh.

4°. Ni tu an tuisceadh i n-aon cír a meáraí a círinn.

5°. Már é rím a meáraí a gheobháil tá dearríodh mór oírt.

6°. Deir t'atáir nád é Seán an raigír d'faoi a ceap ré a bheath oifreacháinnaidh tuait.

7°. Cia'cu teangeal iñ d'faoe leat iñ binné iñ iñ bheagán a d'faoi ann?

8°. Siú é an feairí a deir Tomáir a b'í ag ríataid na n-uball fionn an fóinsíairí seo gairid é.

9°. Siú é thíreacé an raibh ríu' a deiríum leat i gceannúidé ba mhaist liom a théanamh duit.

10°. Cao é an ríu' a duibhrialt liom a théanfá nuaíri a thioicfa a baile?

Exercise CXIII

1°. Níl aomne iŋ feairí gurib eol do cionnúr é ríin a théanamh ná mar iŋ eol do rian é.

2°. Deir ríe gurib ríin é an oibair iŋ feairí atá ari eolair aige.

3°. Deiríim gurí meara go mór a théinir inmíu é ná mar a théinir inde é.

4°. 'Sé iŋ feairíra duit a théanamh an ceirt do chur oípm an t-aistíair.

5°. Níor é cuaile riatháil aomne ag labhairt Shaolúinne níor feairí ná mar a labhrann reirgean i.

6°. Níl aomnú iŋ mór a chuirgeann iongána oípm ná é riúnó.

7°. Ir ghnáth go dtagann an donar an uair iŋ lúsga n-a mbíonn coinne agat leir.

8°. Ni giorra bionn eabhairt Dé duit ná an uair iŋ túsí leat a bionn rí i bhfad uait.

9°. An té iŋ ria cérdeann ó Óia iŋ minic gurib é iŋ túníse a gheildeann é.

10°. Na fíri iŋ lúsga iŋ iad iŋ tréime círóideann, uaireanta.

Exercise CXIV

1°. Tá 'fíor agam go dtian-mhaist cia ari a ríon gurí théinir é riúnó go léir.

2°. Cao na éabdh ná téigíl ari rícoil gáé lá?

3°. Cao é círse go dtánaír iŋteacé cónáil liat rian?

4°. Ir túsí liom gurí inngír dom cia aír go ríab ríe ag trácht.

5°. Do ríafrainteachd bionn cia do go dtabhrúann an t-aistísead.

6°. Ríafrainteachd ríot cia' rí b'íob tu, ag caid ari duit.

7°. Caoim a duibhrialt ríe a thioicfaidh ríe? Imbáisreac.

8°. Cao é círse go n-ubhairt ríe ná ríab aon mhaist innti?

9º. Cao énigé, an doibh leat, a duibh aipíte ré ná páibh aon maitintí?

10. Ille p̄eādāp cia leip nāp mīrōe ūom p̄ūl a veit agam inđiu.

Exercise CXV

1º. Οο βι μετιοι αγανν 'n-άρι ωτις μνέ, γ οο εαίτεαμαιν
τιννέαρι α ταβαρτ ωδις γο λειρ.

2º. Do tóis ré an cupán, do bain bolmae ar, & do chuir píofar anár é.

3º. If amlardó do buail ré an leabhar ari an mbóirí ari m'agaró amae, 7 gan na ceácta ceaptaisige aige fóir.

4º. Muair a Connac ead a b'i d'eaonta acu, d'imeigsear uata i
b'feings, agus ní peaca ó róim iad.

5°. Ουδειρτή λειτουργία αναθεαστή επάρση, η οποία πάντα πραγματοποιείται σε προστατευόμενη περιοχή.

Exercise CXVI

Ι°. Ήναι η ειρήνη αριθμού μονάς, το ένιμο το ένιμο
έσταις υπαρκή, η έναστρη απαλή γο τοτί αν τ-Διφρεάνη.

2º. Όσα σέαραρ μο ύπιόδα πυα το ένιπι οριμ, αέ νι φιλάρι πο
γυρβ απλαρδ το ένιπι τυινε έιγιν 1 θφολας ιαδ, μαρ πιοι
φέαραρ ιαδ φαγάιλ.

3º. Nuair a tágas ari mo ghlúinib cum na bpríomhseacá do pás do teip oípm focal a pás ac “ ní fheadar cá bfuil na bpríoga éo ” !

4°. Μά τειρεανη γιανδ ορτ αρ τσύιρ, ταθαιρ ρέ αριρ.

5°. Ήναιρι α τάνας α βασί, οι παιδιά αν θρεπεαρτα ολλάν, Την ήναιρι α ευηπεασθ φέρειτε αρι αν περόπι έ, οι παιδιά να ή-υιθεασαν ας λεατ-θειρύτε.

Exercise CXVII

1º. Ni feaca pianu puru mapu pin agat 'a d'eanam, no man connac, ni cui'min liom é.

2º. Do fugs an feair ba mò aici ari saol-dhroma ari an bfeair mbeag, i do leas ré é i láir an bdtair.

3º. Ní h-aon maití Óuit beit ag labhairt Úeasla anoir. Is mití Óuit an Shaolinn d'foghlum.

4º. Óubairt ré liom ghléim daingean do coiméad ari a bhoigluimisim de Shaolinn.

5º. Dá Úfeicteá ciomhur mar d'fhill rí rudaí an borga i bpáipéar, agus rí leí ipteacá rí tis é.

Exercise CXVIII

1º. Nuair a bhír ag teacá a baile an oíche úd, d'fhanar i dtis Seáim go dtí go raibh fúirmíóir na hordóe caitte.

2º. Annraí, nuair a bhír ag déanamh ari an mbaille támis eagla agam roimh rppiúdeanna.

3º. Agur is dóca gur coiméadair do Shaolta ari an oíche teáin ag feiteamh leat fan na h-oíche.

4º. Dá ndeiríeadh domhí liom go bpeascaird ré rppiúd ainn is beag ná go gceisteáinn é; áit ana-aerfaí is ea é.

5º. Tá oípead fan ríannára oíriú roimh rppiúdeanna, ná leorfaid eagla domhul anuas i n-aon éur, oíche Óigeá.

Exercise CXIX

1º. Nuair a thugad an fágairc éisiam, agus roimh roimh déanta agam, támis mireasáil láitheadh dom.

2º. Ní fiú do dhine eagla beit ari roimh an mbáir, nuair a bhíonn ré tipeir faoiordom maití a déanamh.

3º. Ní thírge a ríagáinn anam le colaim ag an Ghríosturde ná bheit aonúneas na bpláitseas aige láithead.

4º. Piéé bhláthán ó fom do eipicéid fíomháine amháin, agur é eileach piéid bhláthán d'aoir.

5º. Seandúine bocht rímplíde, gan peascadh, doibh ea é, leir

Exercise CXX

1º. Nílín Ó'Neill ag Éamonn pórta aic le trí feacáimíne.

2º. Fanann Ó'Neill iptis fan an lae, agus téidéann Éamonn amach ag feacaint i ndiaidh na mbó.

3º. Nuair a támis Éamonn ipteacá, lá, is aónlaithe a bhi Ó'Neill ag doil roimh, agus feadfaidh ré a chuirgint cao na taoibh.

4°. Níosír mian leí ari an t-áthair an ríseal a th'innriunt do, ac t'adomhaisg rí féidir leis an amlair a bhí eagla uirthi go mbeadh rí na baintriúis rul a mbeadh an bliadain caitte.

5°. "Ní fheadar," aithí Eamonn, "aithí i an bhean feara úd do éannaicibh ó cianadibh a chuir a leitheadh de páiméir i gceadach an ceann."

Exercise CXXI

1°. Cuirfear an min i gceadach i n-áithíteach aithmaid, agus meafarfari uirlaon maití nua-nuaítear uirthi, agus tairisear annraon tuit-re é.

2°. If úd is liom go nuaítearfaír náir bhlairír riámh biaid ab' fheadar ná é.

3°. Ní mórde gásáinírt do éabhairt ari a leitheadh de biaid.

4°. D'eir rí náir tuisceadh riámh do a leitheadh de biaid go dtí iníosiu.

5°. Am bhrítear mórtóir leis an úd is liom go bfuil an ceaptais agus.

VOCABULARY

ENGLISH—IRISH

A

Advantage, *tauřbhe* ; *rařdaió* ré
iotařbhe (cum cříce) óuit, it
will turn out to your advant-
age.

Afraid, use *eagla* . . . ař ; tā
eagla ořm=I am afraid ;
also iř baořlač ie . . .

Again, ařrī ; an *tauř-udaiř* (the
second time).

Almost, *beas* ná (náč) . . . ;
náč móř (at end of clause).

Along, *fan* (prep. with gen.).

Also, *leir* (cōm mairč).

Altogether, ař *fan*.

America, *Amereisca*.

Amiss, *mírve*.

Amount, *méir* (sometimes
ořeavá).

Anger, *fealas* (2 f.).

Ask, 1°. in sense of *request*,
iřrī ař ; v.n. iřrīatō ; 2°.
in sense of inquire, *fiarřas* oř
oe ; v.n. *fiarřas* oře.

Asunder, ař a čeile.

Aunt, *aintín*.

Avoid, *feadáin* ; v.n. *feadáint*,
feadáns.

B

Back, 1°. *urhom* (noun) ; 2°.
čař n-ař (adv.) ; 3°. ař
muř čařař (on horseback).

Bad, ořc ; comp. and superl.
meařa.

Ballinasloe, *béal* áč ná *Stuař*.
Basket *cřeán*.

Before, *ruř* (followed by oblique
Rel.) ; *nořm* (prep.).

Begin, *crom* ař (v.n. *cromatō*).

Believe, *cřeio* (v.n. *cřeiořeal*),
cřeiořeal (v.n.).

Best, 1°. *fealri* (adj.) ; 2°.
víceall (noun).

Bit, *blúře*.

Boast, *maoró* (v.n. *maoróeal*).

Bold, *uána* (adj.) ; *vuř* iřuřán-
ařeac̄t, getting bolder.

Bottom, *cóin* ; bun.

Bow (noun), *bořa*.

Brave, *uřeal* ; comp. and
superl. *uřeine*, *uřeire*.

Bread, *ařán*.

Breakfast, *brueicřeal*.

Brother, *uřořář* (gen. -ář).

Bush, *tor* (1 m.).

Button, *cndíre* (4 m.).

C

Cake, *cípte* (4 m.).

Camel, *camal* (1 m.).

Cause, *cúř* (2 f.).

Child, *leab* (1 m.), *pářve*
(4 m.) ; children, *clann* (2 f.).

Coat, *cáróř* (2 f.) ; *cóta* móř,
overcoat.

Cold, *ruř* (adj.), *ruřeac̄t*, *ruřiře*,
ruřsúř (nouns).

Compared with, *feadář*.

Complain, *vein* *zeařán* le . . .

Contempt, *uřoř-teeř* (3 m.).

Continually, το εχνάτ. Continue, θεαν τε ; v.n. θεανα-
μαντ.

Corner, κύννε (4 m.).

Cousin, κοι κεαταρ (1st) ; κοι
ρειρεαρ (2nd). (Also ex-
pressed by *clann* ηα βειρτε
τυμοχάρ (τειρβέρα) ιαο = they
are first cousins).

Cup, κυράν (1 m.).

Cut, γεαρη (verb) ; v.n.
γεαρηαύ.

D

Dangerous, κοντανηταδ. Destroy, μιλ ; v.n. μιλεαδ.

Determined, γοσαιρ (τά γοσαιρ
αγαμ ε θέλανι, I am deter-
mined to do it) ; γεαρτα.

Dinner, οίννεαρ (1 m.).

Dissatisfied, μι-γάρτα.

District, γεανταρ (1 m.).

Dog, γαδαρ (1 m.) ; μανδ
(4 m.).

Drop, θιασον (noun).

E

Early, μοέ ; so early, έρω
λυατ ραν.

Earn, τυιλ ; v.n. τυιλεαम.

East, οιρτεαρ (noun, 1 m.).

Easy, αιρυτε ; comp. and sup.
υρα.

Eat, ιτ ; v.n. ιτε.

Either, νό ; νά (with neg.) ;
αον ταοβ αυ.

End, τειρεαδ (1 m.).

Enough, θεοη (adj.) ; ούτεαιν
(noun).

Enter τέιμις ιρτεαδ ; v.n.
του . . . ; ταιρ ιρτεαδ ;
v.n. τεαέτ . . .

Escape, τέιμις αρ ; v.n. του
(αρ).

Esteem, μεαρ (noun, 3 m.).

Exactly, τοίρεαδ, γο τοίρεαδ ;
εμινη, γο εμινη.

Excessive, ιοματο (noun) ; ex-
cessive love for English, ιομαν
τούι λα θέαριλα.

Expect, τά θρατ αγ . . .
αρ . . . ; τά γιτιλ αγ . . .
τε . . .

Extraordinary (πεατη-χοιτέιαν-
τα, έαγραινατ) : frequently
νιλ αον τρεο αέ . . .

Eye, γιτιλ (2 f.) ; of a needle, εριό.

F

Fame, κλύ (4 m.f.), κάιλ (2 f.) ;
αινη.

Far, φανα ; ι θραο ; far greater,
ι θραο νιορ μό ; far better,
ρεαρη γο μόρι.

Father, αταιρ (m. gen -αρ).

Fear, εαγλα (4 f.) ; also by
θαοξαλ.

Fight, τροιο ; v.n. id. (3 f.).

Fill, λιον ; v.n. λιοναδ.

Finally, ρέ θειρε ; λα θειρε.

Fine, θιεας ; γο θιεας ; comp.
and sup. θιεαστα.

Finger, μέαρ (2 f.) ; pl. -αμμα.

First, κέασ ; αρ θατύιρ (adv.) ;
sometimes (ιρ) τάνρε.

Flame, λαριρη (f. gen. -αέ).

Floor, ύπλαρ (1 m.).

Foliage, τυιλεαθαρ (1 m.).

Fool, αματάν (1 m.) ; διηρεαδ
(2 f. female fool).

Foot, κορ (2 f.) ; τροις (of
measurement) ; bun (of a
tree).

G

Generally, το ξηνάτ.

Gentleman, θυιηναρατ (1 m.) ; Pl.
θαοινε ιαιρτε.

Get, φαις (το ξειθιμ) ; v.n.
ραξάιλ.

Give, ταῦδαιρ; v.n. ταῦδαιριτ; give up, έιμις ἀρ; v.n. έιμισε (ἀρ).
 Gladness, ἀπόλαυση.
 Goodness, μακάρεαρ.
 Grandchildren, κλανν κλαίννε.
 Grudge, (ní) μόρι τε . . . το.

H

Hang, εροέ; v.n. εροέστο.
 Happen, τωτιτ ἀμαέ; v.n. τωτιτιμ.
 Hard, "as hard as she could," ἀρι α τίχεατ.
 Harm, τίοσβάι (3 f.).
 Hat, κατά (4 m.).
 Hear, κλιν, κλοι; v.n. clop.
 Heaven, πλαίσεαρ (Τέ); neam̄ (g. neam̄e, f.).
 Help, congnam̄ (g. -nta and -naīm, m.).
 Henceforth, φεαροά.
 Holy, παούτα, beannuische.
 Horseback, μυιν ἀπαυιλ.
 Hot, τε, θροταλλάε (comp. and sup. teo, θροταλλαίσε).

I

Immediately, λάιχεας.
 Imperative, translate by ní φυλάιρ.
 Impossible, ní φέροιρ.
 Intelligence, τωιργιντ.

J

Journey, τωιμρ (1 m.).

K

Kingdom, πλαίσεαρ, μίσεαέτ.

L

Language, τεανγά.
 Last, τειμιοναέ.

Laugh, γάιρε (γάιμπρόε).
 Learn, φοῖλυιμ; v.n. id.
 Least, λιγά; at least, ἀν ἔνιο
 ἵρ λιγά το.
 Lesson, ceáct (3 m.).
 Letter, λειτιρ (2 f., pl. -άκτα).
 Likely, τόέλα (τόιέλ); comp.
 and superl., τόιέλισε.
 Listen, έιρτ (v.n. έιρτεαέτ).
 Lock (of door), γλαρ (1 m.).
 Long, φανά; comp. and superl.,
 φαντοε, φια.
 Look, φέαέ; v.n. φέαέλιμ.
 Loose, ἀρι βογαέ.
 Love of, τύιλ i (of things).

M

Make (noun), τέαναέμ.
 Mass, αιριεαέμ (1 m.).
 Matter, μιρο, γνό, γέαλ; it
 doesn't matter, ἵρ ευμα ἔ.
 Midst, μεαργ; sometimes λάρ.
 Mind (verb), ευμα λε . . . ;
 ἵρ ευμα λιον ραν, I don't
 mind that.
 Misfortune, τοναρ (1 m.).
 Mistake, τεαρινάο; you're mis-
 taken, τά τεαρινάο ορτ.
 Money, αιριεαό (1 m.).
 Morning, ματεαέν (2 f.); also
 nom. ματοιν.
 Mother, μάταιρ (g. -αιρ).
 Much, σο μόρ; that much =
 ἀν μέιρο ριν; so much
 money = οιρεαό ραν αιρισιο.

N

Near, γεαρη (adj.); comp.
 σιορηια.
 Needle, γνάταο (2 f.).
 Neglect, φαιλισε (4 f.).
 Nephew, μας τημιοτάρι (τειριβ-
 φέαρ).
 New, νια.
 Night, οιρέε (4 f.); last night,
 αιρέιρ.
 Now, ανοιρ.

O

Often, *minic.*
 Old, *fean* (prefixed); comp. and superl. *finne.*
 Once, *don uairi aónáin*; once on a time, *uairi.*
 Owner, *feadair* (often); *feadair an cásair.*

P

Page (of book), *leáchanáid* (1 m.).
 Palm (of hand), *neadhma* (f. gen. -an).

Part, *cúir* (3 f.).
 Per cent., *ré'n scéasú.*
 Person, *uinne* (4 m.).
 Pity, *trúaság.*
 Please, *taisín*; v.n. *taisíneamh*; *níomh étaisín ré liom*, I didn't like it.
 Possible, *féinmí.*
 Pound, *punt* (1 m.).
 Present, *láithead*; at present, *ré láitheadir.*
 Presently, *ar bheil.*
 Priest, *raigheart* (1 m.).
 Probable, *uóca*; *mórtóe*, -ní *mórtóe go dtiocfaidh ré*, he'll probably *not* come.
 Property, *cúir* (máoin, etc.).
 Put, *cúir* (v.n. *cúir*).

Q

Question, *ceairt* (2 f.), pl. -anna.

R

Rain, *báirttead*; *neanfaidh ré báirttead*, it will rain.
 Recognise, *aitnís*; v.n. *aitínt.*
 Relation, *gaol*; -ship, *gaol.*
 Remain, *fan*; v.n. -*anáinnt.*
 Reputation, *cú* (4 m. and f.); *cáil* (2 f.).

Respect, *meair* (3 m.).
 Reward, *luacé raidair*; *luasair*-*dal* (1 m.).
 Ribbon, *ribín* (4 m.).
 Rich, *raibhír.*
 Riches, *cúir* (máoin, etc.).
 Right, *ceairt*; *neairt* (as opp to *left*).
 Rightly, *i gceairt*; *ra éceairt.*
 Room, *reomra* (4 m.); *rúise* (space).

S

Sake, for his sake, *ar a fion.*
 Same, *céadma.*
 Satisfied, *rártá.*
 Sense, *cíall* (2 f.).
 Sheer, in sheer anger, *a neairt feirgise.*
 Sickness, *breóitead* (2 f.).
 Since, *ó* (with vb.); *ó fion.*
 Sister, *deirbhírúir* (g. *deirbhíréadair*).
 Sleep, *cotail*; v.n. *cotlaod.*
 Small, *beag*; comp. *lúgsa.*
 So (therefore), *oá níos rín.*
 Soon, *luat*; *ar seairt go . . .*; sooner or later, *luat ní mall.*
 Sorrow, *bhrón*; *cár.*
 Sort, *raigheart* (*róir*).
 Spend, *cáit*; v.n. *cáithead*; *taibhír*; v.n. -*c.*
 Stand (up), *éirísc iu' fíearfam*; *ó'éirísc ré n-a fíearfam*, he stood up.
 Start, *crom ar*; v.n. *cromadh.*
 Stay, *fan*; v.n. *fanamaint.*
 Stout, *matair*, *cotuighe*; getting stouter, *oul*; *scotuighead*.
 Strange, *shreannadhair.*
 Stray, *téirísc* (*ar fíearfán*); v.n. *oul.*
 Strengthen, *neairtuis*; v.n. *neairtú.*
 Strong, *tréan*; comp. *tréime*, *tréire*, *láisirí.*
 String, *tráns* (2 f.).

Succeed, *éipis* *te*; v.n. *éipis*; *τά ἀς* *έιπισε* *ιοιον*=I am succeeding.

Suitable, *οιρεασιναć*; comp. *αισέ*.

Surprise, *ιοησνα*; *τά ιοησνα* *οιον*, I am surprised; *νιλ* *αν τρεο* *αć*, it is surprising.

Sweet, *μιλιρ* (taste); *βινν* (sound).

Sweets, *μιρέαιν*.

Syllable, *τιολλα* (4 m.).

T

Take, *σαιδ*; v.n. *σαδάι*; *beip* . . . *αρ*; *beip* *στοιν* *αρ* . . . ; v.n. *θειέ*.

Talk, *ταδαι*; v.n. -*τ*; *τράć* *αρ*=talking about; *caинт*.

Teach, *μιн*; v.n. *μιнеда*.

Tell, *αбай*; v.n. *μάд*; *ини*: v.n. *ини*.

Thirst, *ταжт* (3 m.); I'm thirsty, *τά τажт* *οιοн*.

Thoroughly, *со* *сруинн*; *αр* *ρао*, etc.

Throw, *саи*; v.n. *саи* *сам*.

Thumb, *όμυσ* (2 f.).

Time, *αιмрүп* (2 f.); it's time to . . ., *и* *ми* . . .

Tired, I'm tired, *τά* *ταιрүре* *οион*; *согиа* (adj.), *ταιрүреаć* (adj.).

Too, *μό* (prefix).

Top, *бáи*, *мullać* (1 m.).

Trade, *сéи*, (2 f.).

Try, *ιаи*; v.n. *ιаи* *иа*, *τабаи* *ρé*; v.n. -*τ*.

U

Ultimately, *рé* *θеиже* (τиаи *жall*). Uncle, *унка* (1 m.).

Understand, *ταιс*; v.n. *ταιс* *гint*.

Unwell, *зан* *θеи* *αр* *ρóжнам*.

Usually, *θе* *жнáт*.

V

Villain, *θиceаmнаć* (1 m.).

W

Walk, *ρиubal*; v.n. id.

Wall, *ρalla* (4 m.).

Water, *ωrse* (4 m.).

Way, *сuma* (4 m.f.); *αр* *ан* *сума* *ρan*, in that way; *ρlise*.

Wealth, *curo* (3 f.); *ρaióнреap* (1. m.), etc.

Weather, *αιмрүп* (2 f.).

Weep, *ρuиl*; v.n. *ρol*.

West, *ιaрéai* (noun, 1 m.).

While, *τамал* (noun); *нудай*, *ан* *ρaтo*; *ρiу*=worth while; *нi* *ρiу* *θuиt* *é*, it is not worth your while.

Whisky, *ωrse* *θeаtа*.

Whole, *ан* *τeаbai* *со* *лeиp*=the whole of the book.

Why, *саo* *на* *τaоb*; *саo* *сuиse*.

Wide, *леаčan*; comp. *леiče*.

Wife, *bean*; gen. *mná*; dat. *mnaoi*; n. pl. *mná*; gen. *вan*.

Window, *ρuиnneo* (2 f.).

Wisdom, *ciall* (2 f.), *еaсna* (4 f.).

Wisely, *со* *ciallmaр*.

Worth, *ρiу*.

Y

Yet, *ρoр*.

Yonder, *и* (after noun).

Young, *óс*; comp. *óиse*.

IRISH—ENGLISH

▲

Αθα, a river; gen. -nn, fem.
 Αθαć, a dwarf (1 m.).
 Αθаи, say, tell (Imper. of θειμω).
 Αθума, wood (1 m.).
 Αθусаи, from the North.
 Αθеаć, airy, eerie, weird, gay, uncanny.
 Αхаи, face; αр . . . αхаи
 αиаć=opposite.
 Αхиреан, April (1 m.).
 Αхо, nearness, vicinity; in-ахо
 =near (with gen. or te).
 Αхиреан, the Mass (1 m.).
 Αхиреар, argument, dispute.
 Αх, wish, pleasure.
 Αх, cliff, rock (2 f.); also
 ρаill.
 Αхиреаct, beauty (3 f.).
 Αхиреар, harm, disadvantage
 (esp. moral or spiritual), (3 m.).
 Αхири, time, weather, service
 (2 f.).
 Αхиреal, angel (1 m.).
 Αхиреire, wretchedness, un-
 tidiness (4 f.).
 Αхиrin, aunt (4 m. or f.).
 Αхиroe, height (4 f.); 1 n-Ахиroe,
 up.
 Αхиреаt, money, silver (1 m.).
 Αхи, side, back; čаи n-Ахи=br/>
 back; te h-Ахи=beside.
 Αхиne, acquaintance, recogni-
 tion, consciousness (4 f.).
 Αхиniгim, I know, recognise;
 v.n. Αхиnt.
 Αm, time (3 m.); 1 n-Аm=in
 good time.
 Αхиаć, out (after verb or verbal
 of motion).

Αхиlai, like it (this), thus.
 (For various English equiva-
 lents see *Studies in Modern*
Irish, Part I, pp. 79-81)
 Αхиiг, out (of rest).
 Αnа, intensive prefix, very great.
 Αnaiče, storm, fright, terror
 (4 m.).
 Αnам, soul, life, energy, spirit
 (3 m.).
 Αnall, over (from beyond—
 with word of motion).
 Αnдеаf, from the South.
 Αnai, from the West.
 Αnior, from below; up.
 Αnрan, there; then.
 Αnoi, from the East.
 Αnoi, now.
 Αnonn, over (from the speaker).
 Αnuař, down (from above).
 Αnuihui, last year (adv.).
 Αoine, fast; Friday (n.), (4 f.).
 Αoинne, anyone.
 Αoиr, age (2 f.).
 Αonаć, a fair; p. Αontaiće
 (1 m.).
 Αonai, singleness; 1 n-Αonai, alone (of male); Αonaii (gen.
 =adj.)=single.
 Αonреаct, one time; 1 n-Αon-
 реаct, together; 1 n-Αonреаct
 te=along with.
 Αpptai, apostle; also Αptai
 (1 m.).
 Αptiun, apron (1 m.).
 Αpán, bread (1 m.).
 Αpti, again.
 Αchai, father (g. -Аh, m.).
 Αch-хář, second growth (1 m.).
 Αchуu inoé, the day before
 yesterday.

b

Úáritim, I drown, quench, overwhelm; v.n. bávádó (bádó).
 Úáritseac, rain (2 f.).
 Úaile, town, place, home (4 m.).
 Úaitigim, I collect, gather; v.n. baileú.
 Úaluíte, smell (also balearó, bolæró).
 Úall, limb, spot, place (1 m.).
 Úannláim, cubit (21 inches); also bannláim (2 f.).
 Úapp, top (1 m.).
 Úár, death (1 m.).
 Úéal, mouth, entrance (1 m.).
 Úealéine, the month of May (4 f.).
 Úean, a woman, wife (G. mná, D. mnaoi, N. pl. mná, G. ban).
 Úeannuigim, I bless; salute (with oo); v.n. beannú; beannaetc, a blessing, salutation.
 Úearna, gap, gen. -n (f.).
 Úeim, stroke; b. an ȝuetc, voice, stress, accent (2 f. pl. -anna).
 Úeimim, I bear, carry; with ȝi . . . seize, overtake; v.n. bueic.
 Úeinc, two persons; a pair, couple (2 f.).
 Úeit, the state of being; v.n. of tā.
 Úile, a tree (mostly poet., 4 m.).
 Úilleog, leaf, plant, page (of book), (2 f.).
 Úiç, world (3 m.); ari bïç, at all.
 Úireac, increase, improvement, addition; bliððam ȝiríç= leap year (1 m.).
 Úlæðar, flattery, coaxing (1 m.).
 Úlar, taste (1 m.).
 Úláetc, buttermilk (2 f.).
 Úlúje, a bit (4 m.).
 Úoetc, poor; comp. boicte (c broad, t slender).

βολῆ, belly, stomach, bag, pouch (1 m.).
 βόσαρ, road (1 m.), pl. βόστρε.
 βράσα, rake, harrow (4 m.).
 βράσον, drop (1 m.).
 βράταρη, friar, brother, cousin, kinsman.
 βρεας (n.), trout (1 m.); (adj.) speckled.
 βρέας, a lie (2 f.).
 βρεαστάετ, beauty (3 f.).
 βρεισφεατα, breakfast (4 m.).
 βρειτ, v.n. of βρειτημ (q.v.).
 βρειτεανή, judge (gen. -αν, 5 m.).
 βρέιτρε, gen. sg. and N. pl. of βριαταρη (q.v.).
 βρειτε, sick.
 βριαταρ, a solemn word (1 and 2 m. and f.).
 βρήσ, force, meaning, efficacy (m. or f.).
 βριτημ, I break; v.n. βριτεασό.
 βρόσ, a shoe (2 f.).
 βρολλαέ, a breast, bosom (1 m.).
 βρόν, sorrow (1 m.).
 βρυαέ, brink, edge, bank (1 m.).
 βυαστιτ, boy, lad, cow-boy (3 m.).
 βυατόμι, I conquer (with αι); v.n. βυαέταιτ.
 βυατιμ, I strike; I lay, place; I go; with υι, I meet; v.n. βυατασό.
 βυανισιμ, I prolong, give long life to; v.n. βυανύ.
 βυατη, trouble, contention, grief (f. gen. -αιτέα).
 βυιτ, anger, madness, frenzy (4 f.).
 βυн, bottom, base, foundation, cause; i mbun, in charge of; ꙗ n-a βун, under it; bun óp cionn, opposite, contrary, topsy-turvy (1 m.).

Caillín, girl (4 m. f.).
 Cailleac, old woman, hag (2 f.).
 Cainn, talk (2 f.); lucht cainn, gossipers.
 Cainnseoir, a speaker (3 m.).
 Caipín, cap, hood (4 m.).
 Cáimre, respite, time to pay, credit (4 m.).
 Cáirs, Easter (3 f.).
 Caisleán, castle (1 m.).
 Caítm, I spend, throw, use, wear, waste, must; v.n. caítheam.
 Caínd, where? (genly. not followed by verb).
 Caínd, friend (gen. -o), (5 m.); pl. cáimre.
 Caíndar, friendship (1 m.).
 Caínsaír, Lent (1 m.), fm. Quadragesima.
 Caír, coat, cassock (2 f.).
 Caéam, city, court, mansion (5 f. gen. -aé).
 Caéam, when?
 Caéam, repentance, grief; temptation (m.).
 Ceáct, lesson (3 m. and f.).
 Céadúaois, Wednesday (2 f.).
 Céadúar, sense, understanding; pl. céadúarach.
 Céadúna, same.
 Ceannáac, act of buying (1 m.).
 Ceann, head; one (of things); end (1 m.); 15cinn=at the end of, after. Cum cinn, ahead.
 Ceanntar, district (1 m.).
 Ceannuigim, I buy.
 Ceapáim, I think, determine, intend, invent; v.n. ceapáo.
 Ceárua, a forge (gen. -n, 5 f.).
 Ceapt, right (adj. or noun 1 m.).
 Ceathar, four persons (1 m.).
 Céile, spouse; a céile=each other, one another; ar a céile, consecutively, i molaíó a céile, in succession, in order; mar a céile, alike;

tréé n-a céile, confusion; or (as adj.) confused.
 Céin, d. sing. of cian, far (of time or space).
 Céitro, trade, avocation (2 f.).
 Ciall, sense, understanding (2 f.).
 Cian, far, distant (time or space); ó cianaidh, a while ago; ó é beag, a little while ago.
 Ciallós, cockroach, beetle (2 f.).
 Cíngcír, Pentecost (2 f.).
 Cinnim, I fix, decide, agree, determine; v.n. cinnéamaint, fate, destiny.
 Cionntaé, guilty, responsible for (le, in).
 Cionntuigim, I offend, trespass.
 Círeán, basket (wicker), (1 m.).
 Círe, a cake (4 m.).
 Círtin, kitchen (5 f. gen. -eac).
 Clampaí, dispute, quarrel, wrangling (1 m.).
 Clann, race, children, progeny (2 f.).
 Ctear, trick, feat, game (3 m.).
 Clo, a clock, bell (1 m.).
 Cloírim, I hear; v.n. cloír, cloírint, cloírtin.
 Clú, name, fame, reputation (m.f.).
 Cluair, ear, handle (2 f.).
 Clúdá, covering, hiding (1 m.).
 Cluinim, I hear; v.n. cluinírint, cluinírtin (U.).
 Cnáipe, button; senseless mass (4 m.).
 Cnáim, bone (1, 4 m.).
 Coílao, v.n. of coílaim, I sleep.
 Coisctíóir, a fortnight (2 f.).
 Coiméad, v.n. of coiméadim, I keep, guard.
 Coimhche, protection, patronage (2 f.).
 Connigim (congatúim), I keep, retain; v.n. connéail.
 Coir, a crime, accusation (2 f. pl. coirte, coirca).

Coír, right (adj. or n.) ; justice, authority, order, attendance (3 f.).

Coír (d. sing. of cop), beside ; coír na teine ; le coír a céile, together.

Cóiríoe, coach, carriage (4 m.).

Col, fault, crime ; blood relationship ; col ceatári, 1st cousin ; col reißeári, 2nd cousin.

Cóimhíra, neighbour (gen. -n, 5 f. and sometimes m.).

Congnáim, help (gen. -im, -anta m.).

Copcán, a pot (1 m.).

Copróinn, a crown ; leat-é. = half-crown (gen. -eád), 5 f. C. muire, the Rosary.

Cóir, a foot, leg, handle (2 f.).

Cornóctaíte, barefooted.

Cóta, a coat, garment (4 m.).

Cotuigim, I rear, feed, keep up ; v.n. cotú.

Cotuigte, part. of preceding ; well-fed, fat.

Cotuigteat, state of being well-fed ; stoutness.

Craó, vexing, anguish, torment (1, 3 m.).

Crainn, tree, mast, handle, lot ; bí ré de érainn oím, I was fated to . . . (1 m.).

Craobh, branch, palm (of victory) ; (2 f.), pl. -áca.

Craeoim, I believe ; v.n. -eáim, -eáinaint.

Crioc, end, territory ; business, economy (2 f.).

Crocaim, I hang ; v.n. -áó.

Croiceann, skin, hide, peel, bark (1 m.).

Croíre, heart, centre (4 m.).

Cromaim, I bend ; (with ari) begin, start, set to ; v.n. -áó.

Cruit, harp, violin (2 f.).

Cruitigim, I form, create ; v.n. cruitá.

Cú, a hound (g. con, pl. coim, cointe), f.

Cuaidh, he went ; 3 sg. past t. of téigim, I go.

Cuibhreach, middling ; moderate, discreet.

Curo, part, some, darling, a meal (3 f.).

Cuimhne, remembrance, memorial (4 f.).

Cúinne, a corner (4 f.).

Cuipim, I send, put, etc. ; v.n. cuip (gen. cuipé, cuipá).

Cúitigim, I requite (i.e. of person requited), v.n. -ú.

Cúmhang, narrow, slender, tight ; comp. -ainge.

Cupán, a cup (1 m.).

D

Dall, blind ; a blind man (1 m.).

Dán, 1°. a poem, trade, calling (1, 3 m.) ; 2°. destiny (1, 3 m.).

Dána, bold, brave ; familiar with (aí).

Dánaítheadct, boldness, familiarity, presumption (3 f.).

Dárraodoin, Thursday (noun), 2 f.

Dáréad, twelve persons.

Dáit, colour (3 m.), pl. -anna.

Dé, gen. of Díla, God.

Déasáit, depend. form of do cuaidh, went.

Déallmatáct, like, good-looking, probable.

Déanáim, v.n. of veinim, I do, make, etc. ; the make (of a thing or person).

Déarla, dep. form of do minne, past tense of veinim.

Déar, 1°. right (as opposed to left), south ; 2°. pretty, expert ; comp. deirfe.

Déarfáil, Ascension.

VOCABULARY

Deinim, I do, make, etc.; v.n. **Deánam.**

Deo, end, last; so **deo**, ever (with neg.) f.

Deireadó, end; o. **Þróðr**, October.

Deirbhríáir, sister (g. -réar), f.

Deirim, I say, tell, etc.; v.n. **léar.**

Dia, God, gen. **Dé**; pl. **Déite.**

Dia, day, **Dia Domnais**, on Sunday, etc.

Dialbat, devil (1 m.).

Dialtó, in phr. i **Dialtó**, after, behind; **Dialtó ari** **Dialtó**, consecutively.

Dian, hard, fast, violent, severe; comp. **Déime.**

Dol, dear, beloved.

Dinnéar, dinner (1 m.).

Diosgaltar, vengeance, restitution (1 m.).

Díreacé, straight, just, sure, exact; comp. **Dírhése.**

Do beirum, I give, etc.; v.n. **taibhirt.**

Doctúir, a doctor (3 m.).

Dóicé, likely, probable; comp. **Dóicíse.**

Dóimne, depth (4 f.).

Dóimn, world (1 m.).

Dóiméac, the Lord's Day, Sunday (noun, 1 m.).

Donaí, misfortune, mischief (1 m.).

Doiríar, door (1 m.); pl. **Dóiríre.**

Dioscáir, brother (gen. -áir, m.).

Drom, back; ridge, hill (3 m.).

Dubh, black; comp. **Dubh.**

Dúil, love, fondness, desire (with prep. in), (2 f.).

Duilleabair, foliage (1 m.).

Duine, a person, human being (4 m.); o. **uairat**, a gentleman; pl. **Duine uairte.**

Dul, 1°. v.n. of **teágim**, I go; 2°. idiom, construction (3 m.).

Dún, fort, castle, mansion (1, 2 m.).

Dútcáir, birthright, hereditary instinct (1 m.).

e

Easdar, order, arrangement (1 m.).

Eásmair, want, absence of (2 f.).

Éan, a bird (1 m.).

Éanair, January.

Earracé, Spring (1 m.).

Earnam, want, deficiency (1 m.).

Éigín, some.

Eile, other.

Éimie, anyone (aomne).

Éire, Ireland (g. -ann), f.

Ériúgim, I rise; v.n. **ériúse.**

Eot, knowledge (1 m. g. iúil, o. iúl).

Eotar, knowledge, way (1 m.).

f

Fao, length (time or space). (1 m.).

Fata, long, far; comp. **far** (furtoe).

Fásam, I leave; v.n. **Fásaíl**, **Fásaaint.**

Fásaíim, dep. form of **Seibim**, I get; v.n. **Fásaíl.**

Fáscaltar, means, property (1 m.).

Fásaíl, v.n. of (oo) **Seibim**, I get.

Fafo (see **Fao**), length.

Fál, hedge, rampart (1 m.).

Falla, wall (4 m.).

Fan (prep.), along (with gen.).

Fanaim, I remain, wait for (te); v.n. **Fanamaint.**

Fán, straying, wandering; ari fán, in exile (1 m.).

Fár, act of growing; v.n. of **Fáraim.**

Fatáac, a giant (1 m.).

Féabhrá, February.

Féacaim, I look (at, ari); v.n. **Féacaint.**

Þealð, space, length (of time or space); **ði** **þealð**, throughout, during, for the space of.
Þeall, deceit, treachery (1, 2 m. and f.).
Þeallarið, deceiver, traitor (4 m.).
Þealr, man, husband (1 m.).
Þearamail, manly; comp. -aðla.
Þealr, anger (2 f.).
Þealr, better, best; comp. and superl. of maðr.
Þealrðainn, rain (2, 3 f.).
Þealrða, henceforth.
Þealrði, possible.
Þein, self, own, even.
Þeipint, v.n. of cíim, I see.
Þeit, flesh, meat (3 f.).
Þiac, debt (mostly in pl. **Þiacða**), price; **v'þiacða**=of obligation.
Þiacal, a tooth (1 m.); also **Þiacal** (2 f.).
Þiafjuðim, I ask, enquire; v.n. **Þiafjuðið**; with prep. **ðe**.
Þiliðealð, poetry (3 f.).
Þillim, I return, wind, bend, fold, double; v.n. **Þillealð**.
Þior, true; **Þior-þealr**, a true man.
Þior, knowledge (3 m.).
Þlaitear, kingdom, Heaven (esp. in pl.), (1 m.).
Þocal, a word (1 m.).
Þoðalit, act of plundering; **ði** **þoðalit**, outlawed.
Þoðlum, v.n. of **þoðlumðim**, I learn.
Þóðnar, Autumn, harvest (1 m.).
Þolac, v.n. of **þolurðim**, I cover, hide (1 m.).
Þor, yet, also.
Þranncsæ, a rat; a Frenchman (1 m.).
Þuðæt, cold, chilliness (3 m.).
Þuðim, sound (2 f. or 3 m. and f.).
Þuðlue, coldness, neglect (4 f.).

Þuñl, blood (3 f.).
Þuñleð, kneading, baking, roasting.
Þuñneog, a window (2 f.).
Þuláñ, excess, excessive; with neg. necessary, of obligation.
Þur, in phr. **þur**, on this side, here, in this life (as opp. to **þall**).

S

Þaða, smith (gen. -n, 5 m.); pl. **Þaðne**.
Þaðam, I take, go; v.n.
Þaðáñ (3 f.).
Þaðc, each, every.
Það, necessity, need.
Þaðar, hunting-dog, beagle (1 m.).
Þan, without (prep.); genly. with Accus.
Þaðl, relation, relationship (1 m.).
Þaoð, wind (2 f.).
Þatær, necessity, want (1 m.).
Þealac, the moon (2 f.).
Þeibim, I obtain, get; v.n. **þeibáñ**.
Þeimþealð, Winter (1 m.).
Þeobairð, 3rd sing. fut. of **þeibim**.
Þile, whiteness, brightness; a term of endearment (4 f.).
Þlaððam, I call (on, **ði**); v.n. **Þlaððac**; **ði** **oða**, "a sick call."
Þlaf (noun), a lock, fetter, bolt (1 m.).
Þlaf, voice (1 m.); pl. -ta.
Þnó, business, affair; **v'ðon** **þnó**, on purpose, for a joke; gen. -ta (m.).
Þoð, field, cornfield, garden (1 m.).
Þræð, love (1, 3 m.).
Þrær, grace (pl. **Þrærtæ** often used for sg.).
Þrem, bit, grip; stitch in side; stitch (needle), (3 m.).

VOCABULARY

Súan, sun (2 f.).

Súna, dress, gown (4 f. m.).

Súna, a gun (4 m.).

Súč, voice, vowel (3 m.); vote

I

Ímbáiméadáč, to-morrow (adv.); an lá ímb. (noun).

Ímbliaóná, this year (adv.).

Ímčigim, I go away; v.n. ímčeadáč (gen. -a, or ímčigče).

Ínoé, yesterday (adv.); an lá ínoé (noun).

Ínoiu, to-day (adv.); an lá ínoiu (noun).

Íngéan, daughter (2 f.).

Íomao, much, many; with art. too much, too many.

Íonao, place (1 m.).

Írteáč, in, into (with word of motion).

Írtig, in, within, inside (of rest).

Ítím, I eat; v.n. ítce (gen. ítce).

Ítce, part. of preceding.

Íúl, July (1 m.).

I

Íaðmaím, I speak; v.n. íaðmaírt (gen. -aðrta).

Íača, a duck (gen. -n, 5 f.).

Ías, weak; comp. íaigé.

Íaigé, abst. from prec., weakness, a fainting fit.

Íáisíp, strong; comp. íáisípe (tñeire).

Íaiftíap, behind (adv.); 1. v.e (prep.).

Íanamá, married couple (gen. mna, f.).

Íári, middle (1 m.).

Íarain, flame (g. -rač, 5 f.).

Íáčair, open space, site, plot, presence; 1. l., present; fé 1., at present (g. -eáč, 5 f.).

Íeanáim, I follow; v.n. -aðmaím (g. -aðmna); with v.e, cling to, follow up, continue; íean leat, go on.

Íear, improvement, benefit (3 m.).

Íeáč, 1°. as prefix, half, one (of two); leáč-čopóinn; leáč-řúl; leáč-řséal, excuse; 2°. side, freq. in cmpds., lárítič, lármuic.

Íeáčanáč, page (of book), (1 m.).

Íeígim, I read; v.n. -eáč (-eáin).

Íeim, a leap, act of leaping.

Íeip, 1°. clear, evident; comp. líeip; 2°. in phr. go líeip, all.

Íeip, 1°. with him (it); 2°. also (and occasionally with neg. either).

Íeíceáu, breadth (1 m.).

Íeíceío, kind, sort; the like of (2 f.); a l. v.e (with noun), such a . . .

Íeítič, a letter (5 f. gen. -ač, pl. -ača).

Íeip, sufficient; go l., enough.

Íicín, a little flat stone, flag (4 m.).

Íiom, with me.

Íionáim, I fill (with v.e of material; le, of instrument); v.n. -að.

Íó, dat. sg. of lá, day; v.e ló iř v. ořtce, by day and night.

Íočt, fault, blemish (3 m.).

Íuáčmeáč, ashes, cinders (1 m.).

Íuan, Monday (noun); vía íuan, on Monday.

Íučt, people, party; l. ríubáil, tramps; lučt ceoil, musicians (3 m.).

Íuča, comp. and superl. of beač, small.

Íučnapa, August.

Íučim, I lie, lay down; v.n. luče; cuiř n-a luče ař, impress upon.

m

μά, if.
 μας, son (m. gen. μας).
 μασα, a dog; m. μασό, fox (4 m.).
 ματιών, morning; ἀν μ., in the morning (2 f. gen. ματιώνε).
 ματιῆς, woe, sorrow, pity (2 f.).
 ματιμ, I live, last; v.n. ματιεστάτιντ.
 ματιῆς, Tuesday (noun); Τια m. on Tuesday (2 f.).
 ματιέαρ, goodness (3 m. and f., pl. αἱ).
 μάλα, bag (4 m.).
 μαλλ, slow; comp. μοιλλ (maille).
 μανταć, gap-toothed.
 μαρούσιον, the act of boasting (of. ἀρ).
 μαρᾶ, dead.
 μάρτιο, March.
 μάταιρ, mother (gen. -αρ, pl. μάτιεαć, f.).
 μεσόν, middle; m. βόστιαρ, September.
 μέλανταć, yawning (2 f.).
 μεση, swift; comp. μηρε.
 μεση, judgment, esteem (3 m.).
 μεση, comp. and sup. of otc, bad.
 μεσαῖμ, I think; v.n. μεση (q.v.).
 μειτεαć, June (1 m.).
 μιτ, honey (3 f.).
 μίλι, 1°. a thousand; 2°. a mile (4 m.).
 μιλιμ, I destroy; v.n. μιλεαć.
 μιν, meal (2 f.).
 μί, a month; pl. μίσια (4 m. in οισθ λαογδιη).
 μιροε, < μεση-νε; amiss, the worse.
 μι-ταραιό, slow.
 μνάιб, dat. pl. of беан, woman, wife.
 μό, 1°. comp. and sup. of μόη; 2°. =ιομόδа, many a.
 μоć, early; adv. го μоć.

μόιοε, μό+νε, all the more; νί μόιοε го, . . ., probably not.
 μοιτ, delay, slowness (2 f.).
 μολαιм, I praise; v.n. -αđ.
 μόη, great; го μόη, much (adv.).
 μόηн, much, many (noun), (1 m.).
 μиc, a pig (2 f.).
 μиleаnn, a mill (1 m.); pl. μиlте, μиlne.
 μиn, neck, back (2 f.); ἀν m. на μuice, "all right."
 μиnим, I teach; v.n. μиnеаđ.
 μиnтиp, people, folk, clan (2 f.).
 μиre, Mary (The Virgin).
 μиnа, unless, if . . . not; with ἀp, μиnаb; past t. μиnаjб . . .

n

νиdоmа, enemy (g. -o, 5 m.), pl. νиdиmоe.
 νиdоm, holy; a saint.
 νeаm, 1°. prefix, not; 2°. Heaven (g. νeимe, νeимe, f.); ἀp νeаm, in Heaven.
 νeомat, a moment (1 m.); pl. -аi.
 νoлaиs, Christmas; gen. -ađ.
 νиdиm, when (=aп uаiп).

o

оbаiп, work (2 f.); gen. оbиpе; pl. оbиpеаć.
 о ѡеар, to the South (motion).
 оs, young; comp. оiзe.
 оiчe, night (4 f.).
 оiзe, youth, "youngness."
 оiлeаmаiнt, v.n. of оiлim, I nurture; education (gen. -иmа, f.).
 оiрeаć, a female fool (2 f.).
 оiрoнićim, I ordain, arrange; v.n. оiрoнiу.
 оiпoдs, thumb (2 f.); 6. оiпoдe, great toe.

Óμιλός, an inch (1 m.).

Óρθλαίμ, I open; v.n. ὥρθλαίτ.

Ó έυαρό, to the North (motion).

P

Ράιρέαρ, paper (1 m.); pl. -έιρι.

Ράιρικ, field, pasture-f.; (2 f. pl. -εαννα).

Ράιριέαρ, Paradise (1 m.).

Ρεασάρ, sin, the act of sinning (1 m. gen. ρεασαρό).

Ρέαριλ, a pearl (4 m.).

Ρειτιάρη, a picture.

Ρινγίνη, a penny (2 f. gen. ρινγνε).

Ριοβαίρε, a piper (4 m.).

Ριος, a pick, jot; with neg.= nothing.

Ρόσα, pocket (4 m.).

Ρολλ, hole (1 m.).

Ρόραιμ, I marry (v.n. -άρω).

Ρύαρ, fairy, hobgoblin.

R

Ράρο, v.n. of τειριμ, I say; gen. ράροτε.

Ραϊδ, dep. form of ὅι, past tense of τά.

Ρατέ, prosperity, good luck, success (3 m.).

Ρέατ, star (2 f.).

Ρέιροτεαρ, v.n. of τειρότιγιμ, I settle, arrange, make easy, solve (1 m.).

Ρί, king (4 m.); pl. ρίστε.

Ριαμ, ever (before), always.

Ριτ, v.n. of τιέμ, I run (3 m.); i. τιτ= in the course of.

Ρό (prefix), very, much, too.

Ροιμ (prep.), before.

Ροιντ, division, portion, some (f.).

Ροέ, a whcel (3 m.); pl. -άι, -άννα.

Ροέαρ, cycle, bicycle (1 m.).

S

Σαζαρίτ, priest (1 m. .

Σαζαρ, kind, sort (1 m.); pl. ραισέαννα.

Σάιτε, salt water, the sea (4 m. and f.).

Σαλαν, salt (1 m.).

Σαμάιν, All-Hallow-tide; 1st November; mí na Σαμίνα, November (3 f.).

Σαμπαρό, Summer (1 m.).

Σανητάρ, covetous; comp. -αισέ.

Σαοζαλ, the world, life (1 m. pl. -τα).

Σαοι, wise man, scholar (4 m.); pl. -τε.

Σαοικε, freedom, holiday (4 f.).

Σαορ, freeman, artisan (1 m.).

Σαοτάρ, work, industry; τυαχέ τραοτάρη, reward for work done (1 m.).

Σάρτα, satisfied.

Σαζαρίν, Saturday (noun), Τια Σαζαρίν, on Saturday.

Στιαν, knife (gen. τεινε, 2 f.); pl. τεελλα.

Σκοιτ, school (2 f. pl. -εαννα).

Σκοιτέ, a split, act of splitting (2 f.), (pl. -εασα).

Σεριόθαιμ, I write; v.n. -άρω.

Σελέτημιν, a week (2 f.); pl. -ε or -ί.

Σέαν, happiness, prosperity (1m.).

Σεαν, old (prefixed).

Σεάρυη, season (1 m.).

Σειτό, possession (3 f.); also ηεατό (2 f.).

Σειτέροε, a worm, snail (4 f.).

Σειρεαρ, six persons (1 m.).

Σεομρα, a room (4 m.).

Σεάλ, a story (1 m. pl. -τα, -ά).

Σεάτιν, a little story (4 m.).

Σεολβ, splinter, scollop (1,2 m. and f.).

Σια, comp. of ράνα; longer, farther.

Σιαρ, back, to the West (motion).

Σιος, frost (3 m.).

Σιόττα, syllable (4 m.).

Σίօρ, down (away from speaker).
 Σίօτ्चάօн, peace (3 f.).
 Σλάн, 1^o. (adj.) safe, well, in health; 2^o. (noun) health, farewell.
 Σλίȝe, way, room, manner, means (4 f.).
 Σλίн, slate (2, 3 f.).
 Σμάct, restraint, subjection, sway (3 m.).
 Σμιօр, marrow (3 m.).
 Σνεάctα(ó) snow (gen. -aиó, or id, m.).
 Σοćáр, profit, advantage (1 m.).
 Σοileáр, advantage, blessing, comfort.
 Σοи, to the East (motion from speaker).
 Σοлáр, light (1 m. pl. ရoillře).
 Σонáр, prosperity, happiness (1 m.).
 Σop, a wisp (1 m.).
 Σpéи, sky, heaven, sphere (2 f., pl. ရpéávča).
 Σpiojmaиo, spirit (2 f. or ရpiojma, 1 m.).
 Σháиo, street; village (2 f. pl. -aнna).
 Σháтaр, straddle, pack-saddle (gen. -aé, 5 f.).
 Σtao, stop, stopping, delay (1 m. pl. -aнna).
 Σtaitím, I pull, pluck; v.n. ရtaéаó.
 Σuaиimeáр, peace, rest, quietness (1, 3 m.).
 Σuaр, up (motion from speaker).
 Σuróim, I sit down; v.n. ရuróé.
 Σúil, 1^o. eye; 2^o. hope, expectation (2 f. gen. pl. ရúl).
 Τ
 Τaбháim, I give, spend, etc.; dep. form of տoбeиum; v.n. տaбaiяt.
 Τaса, prop, support, reliable person, point of time; սm an տaса րan, by that time (4 m.).
 Τae, tea (4 m.).
 Τaгiaиm, plead, argue, refer to; v.n. տaгaiяt, տaгia (tagiaó).
 Τálliúи, a tailor (3 m.).
 Τáin, act of driving, a drove, cattle, a large number (3 f.).
 Τáin, 3 sg. past. of տiгim, տaгaiи, I come.
 Τaiи, 2 sg. imper. of տiгim, տaгaiи, I come.
 Τaiрbe, profit, advantage (4 m. and f.).
 Τaiрbeánaim, I show, exhibit; v.n. տaирbeáint.
 Τaični, I please; v.n. տaиčneam.
 Τaлl, over beyond (adv. of rest).
 Τaоb, side; րoт. concerning (1, 2 m. and f.); տaоb լpíš ոe, inside (prep.).
 Τaрaó, quick, swift, dexterous.
 Τaи, beyond, over, past (prep.).
 Τé, person, always with art.
 Τe, warm, hot; comp. տeo.
 Τeңsá, tongue, language (4 or 5 (-an) f.).
 Τeиnнta, support, prop, difficulty; րoт. along with; տá թé ։ ոteиnнta, he is cornered.
 Τeaр, heat (3 m.).
 Τeaр, in the South.
 Τeиoи, title (1 m.).
 Τeиne, fire (4, 5 (-an) f.).
 Τeиgí, 2 sg. imper. of տeиgim, I go.
 Τiaи, back, in the West (rest).
 Τinčeall, round, about; a round, circuit (1 m.).
 Τinn, sore (sick).
 Τinneáр, soreness + (sickness) (1 m.).
 Τinncéи, a tinker (3 m.).
 Τiօр, down below (rest).
 Τiп, land, country (2, 5 (-aé) f.); pl. տiօиča.
 Τobaр, a well (1 m. pl. տoбeяča).
 Τoሻa, choice (objective); բoሻa,

choice (subjective) ; τοσά
ρι, an excellent man.

Τόσαίμ, I raise, take up ; v.n.
τόσαίτ, τόσαίτ.

Τοίτ, will (2, 3 f.).

Τοίν, bottom (3 f.).

Τοίρ, in the East (rest).

Τοή, a bush (1 m.).

Τοράδ, beginning (1 m.) ; *τορά*
τοραίς, forelegs.

Τηάέτ, talking of, recounting
(prep. *τη*).

Τηάτνόνα, evening (4 m. pl.
-νόντα, -νόνται).

Τηέιρ (ταρή έιρ), after (with gen.).

Τηέλη, strong ; comp. τηέινε,
τηέιρε.

Τηεομιήίμ, I guide ; v.n.,
τηεοηύ.

Τηοιρ, fight, fighting (3 f.).

Τηηάδ, a pity, an object of
pity (2 f.).

Τηατό, in the North (rest).

Τηαρ, up above (rest).

Τηατίτε, misfortune, mischief,
accident (4 f.).

Τηατίμ, I give, bring, spend,
etc. ; v.n. ταθαίτ.

Τηиле, more, increase, addition.

Τηиғз, sooner, soonest, quicker.
etc.

u

Τηиң, time, opportunity, leisure,
weather (2 f.).

Τηиң, time, occasion, hour ; τηи
h-ηиң, three times ; ηиң-
еаннта, sometimes.

Убаль, apple (1 m. pl. убла).

Уиғз, water (4 m.), pl. -и,
-иақа ; ғиор-и. spring water ;
и. бедәләи, whisky ; и. ғе
тәләм, secret mischief ; и.
боз, lukewarm water.

Уиңтә, easy ; comp. ура.

Уманоиңтәар, the day after to
morrow.

Унсаат, an uncle (1 m.).

CRIOC



UNIVERSITY OF CALIFORNIA LIBRARY

Los Angeles

This book is DUE on the last date stamped below.

REC'D LD-URL	JAN 19 1981
REC'D LD-URL	JAN 18 1981
MAY 27 1975 REC'D LD-URL	JUN 07 1994
REC'D LD-URL	QL JAN 12 1976
REC'D LD-URL	JUN 27 1977
REC'D LD-URL	APR 11 1977
REC'D LD-URL	MAY 26 1977

PB1225. 0531



3 1158 00641 2893

2727

PLEASE DO NOT REMOVE
THIS FROM CARD

1850 252182

University of Oregon Library

